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ABSTRACT

Five units on the culture, language, ethnic background, and characteristics of Canada are provided for the secondary school teacher. The guide is intended as the companion text to the publication entitled "Canadian Studies: A Syllabus" which is being prepared by the New York State Education Department. Each unit contains teaching strategies, reproducible visuals, and lists of resources from which teaching materials can be obtained. Unit I, Regionalism, examines the size, landforms, climatic conditions, and vegetation of Canada. Students also compare Canada with other countries. Unit II, The French Fact, is presented both in English and in French. Reproducible materials include political cartoons and newspaper articles concerning Quebec's move toward separation from the rest of Canada and attempt to adopt French as its official language. In Unit III, the Cultural Mosaic, case studies of ethnic groups and women in Canadian society are presented. Unit IV focuses on Canadian identity. Readings describe the structure of the national government, trace the development of Canada's federal system, and describe the relationship between national and provincial governments. Unit V discusses the role of Canada in world affairs. Subjects of readings include the controversy over Taiwan's participation in the Montreal Olympics, a speech by Pierre Trudeau, the Alaska pipeline, and corporations in Canada. An extensive bibliography is included. (KC)

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CANADIAN STUDIES

teaching strategies and resources for use at the secondary level

SO 012 628

Center for the Study of Canada
State University College, Plattsburgh N.Y.

March, 1980

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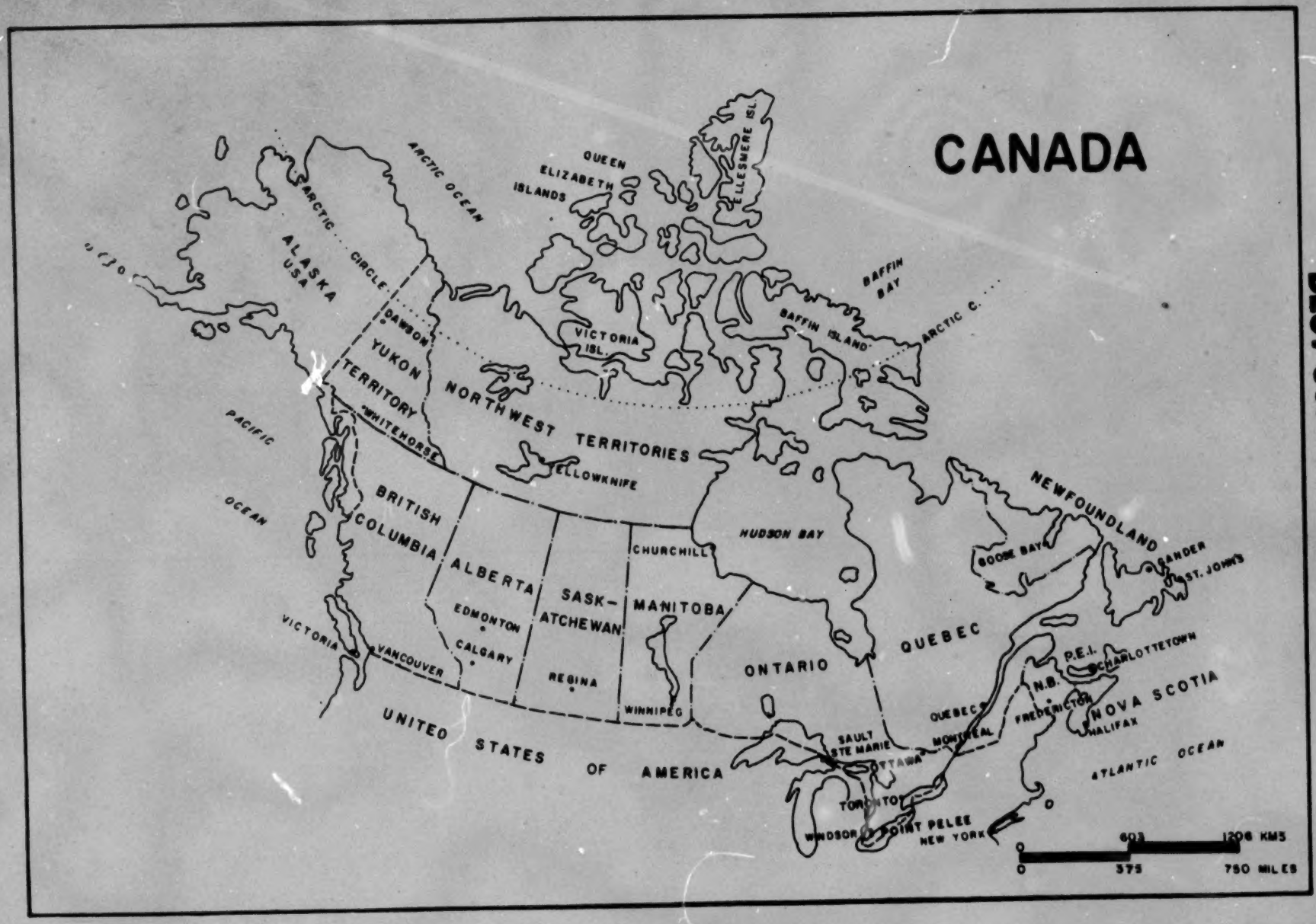

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PREFACE

USE

This guide for secondary teachers is intended as a supplement to the syllabus on Canadian Studies published by the New York State Education Department. Both the guide and the syllabus were developed through a joint effort of the New York State Education Department in Albany and the Center for the Study of Canada at Plattsburgh. Though intended for use at the 12th grade level, primarily, both documents can be adapted for use by teachers of the 7th, 8th, and 11th grades.

A separate guide for intermediate teachers is being prepared by the State Education Department and the Canadian Studies Center, Plattsburgh.

FORMAT

To be of direct, practical help to the teacher, this publication contains teaching strategies, reproducible visuals, and lists of resources, including addresses from which teaching materials can be obtained. The teaching strategies are related to the understandings and corresponding questions appearing in the syllabus prepared by the New York State Education Department.

The subject matter is divided into modules, each of which incorporates a multidisciplinary view. Used together, the modules form a half-year course on Canada. Used separately, each can be a mini-course or a unit within any study that is enhanced by knowledge of Canada.

It should be noted that the placement of the following teaching strategies is not sacrosanct. If the teacher can use any item more appropriately in one module than in another, then he/she should do so. Some overlapping and repetition occur from module to module because each was designed to be used separately if so desired.

Many teaching strategies in this guide are based on the political cartoons, maps, and articles included at the end of each module. Spirit masters or photocopies may be used to duplicate these Figures for class use. Transparencies and overhead projection, or opaque projection, may also be used.

BILINGUAL MATERIAL

Many materials such as films, pamphlets, and the like, are available from the Canadian Consulate in New York City. It might be of interest to some students and teachers that these materials are always produced in both French and English. (The reasons for this could be discussed in Module II of this syllabus, "The French Fact".)

For teachers and students of the French language, Module II, The French Fact, has been translated into French. The translation appears in the Appendix.

DEVELOPMENT

A grant from the Canadian government made this project possible, and, as noted below, the New York State Education Department cooperated. Thus government officials from two countries have participated in the development of a course of study to be used in one of those countries. No doubt this unique instance of cooperation augurs well for the hope that this guide will foster an even better understanding between the citizens of Canada and the United States.

As an initial step in developing the teaching guide and the State Education Department syllabus, a workshop was held on the college campus during the summer of 1976. Ideas generated at the workshop were used for the first draft. Several revisions followed, based on suggestions made by the discipline specialists who attended the workshop, the classroom teachers who were workshop participants, and educators from the State Education Department. With major contributions from Ms. JoAnn Larson, who has served the New York State Education Department on many occasions as a curriculum and editorial consultant, the First Field Test Edition was prepared. Field testing was undertaken during the fall of 1977 and the spring of 1978.

A second workshop was held in June, 1978. Here field testers, discipline specialists, and government officials met at the college to examine the findings attained from rather extensive questionnaires completed by field testers. Once the results from the questionnaires had been examined, suggestions were made for the new revision of the curriculum guide. The Second Field Test Edition incorporates these suggestions as well as others elicited from teachers, discipline experts, and government officials of both Canada and New York State.

Under the auspices of the State Education Department, the Second Edition was field tested during the fall of 1978 and the spring of 1979.

At this point the single document was divided. The final preparation and editing of the understandings and related questions became the responsibility of the State Education Department, and the teaching strategies and resources portion became the responsibility of the Center for the Study of Canada. Using the results of the second field test and suggestions of various consultants, the Editorial Board made appropriate revisions to produce the Teaching Strategies and Resource Guide. This work was done between June, 1979, and March, 1980.

CONTRIBUTORS

Acknowledging all of the contributors to this document is, unfortunately, not possible. However, the major contributors are named below.

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Note. The information below contains several symbols that can be defined as follows:

W1 -- workshop no. 1, summer of 1976
FT1 -- field test no. 1, 1977-78
W2 -- workshop no. 2, summer of 1978
FT2 -- field test no. 2, 1978-79

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John Schueler	North Syracuse High School North Syracuse, N.Y.				FT2
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The Editorial Board would also like to express its appreciation to Audrey Kessler for her endeavors in typing the manuscript; to Daniel Ward, Manager of Printing and Duplicating, for facilitating the publication of this document; and to Sherwood Keyser, Director of College Publications, for assistance with design and layout.

RELATED SYLLABUS AND GUIDE

The Center for the Study of Canada at Plattsburgh, in cooperation with the New York State Education Department and the Canadian government, is producing a syllabus and resource guide in Canadian studies to be used at the intermediate grade levels in New York State. Many of the teaching strategies, graphics, and readings in the intermediate document complement those in this guide. Secondary teachers using this guide are urged to contact the appropriate intermediate teachers in their school districts who have access to the intermediate level syllabus. Copies of the guide for intermediate teachers or this one for secondary teachers may be obtained from the Center for the Study of Canada, SUNY at Plattsburgh.

CANADA, THE PEACEFUL, AFFLUENT SOCIETY

Although much attention will be given in this study to existing and potential problems in Canada, the overall condition of Canadian society should be kept in proper perspective. Canadians are a highly prosperous people having an average income at least 20 times higher than that of people in the Third World. There is virtual cradle to grave security in Canada and the people have little fear of major civil strife or even of localized criminal activities. Canada is also one of the world's major "breadbaskets" because of

its high production of grains and other edible materials. It is also richly endowed with many other important natural resources.

Canadians on the whole are also a highly governable people who enjoy free elections and a peaceful, orderly transition of power at all governmental levels. Citizens of the United States might take these political features for granted, as do many Canadians, but for a good portion of the world's people free elections and an orderly transition of power based on bona fide electoral results are an unknown luxury.

INTRODUCTION

WHY STUDY CANADA?

Located next door to the most populous area of Canada, New Yorkers, perhaps more than most citizens of the United States, interact with Canadian tourists and shoppers. Some New Yorkers visit Canada to attend professional and amateur sports events, to visit friends and relatives, and simply to travel. Many who live near Canada listen to its radio productions, watch its television programs, or buy its newspapers at the same stands that sell New York papers. This interrelatedness of New Yorkers and Canadians is only one of numerous reasons for us to study Canada.

Interrelatedness also exists at the level of major industries and national governments. For example, the United States and Canada are each other's main trading partners. A portion of the module titled "Canada and World Affairs" focuses on relations between Canada and the United States. These transactions are so numerous and extensive that a study of Canada becomes a direct look at important aspects of United States foreign affairs.

To gain a thorough understanding of our own culture, comparisons with others are needed. Because Canada's heritage and landforms are similar to those of the United States, it can be intriguing to observe the directions that culture has taken in comparison to our own.

A knowledge of Canada can enhance our understanding of global affairs. Multinational corporations, for example, are likely to play increasingly important roles in determining war/peace issues. One arena in which such corporations are active is North America. Our understanding of the United Nations can be increased by comparing the role played there by Canada with the role played by the United States. By examining the foreign policies of Canada with respect to Cuba, Taiwan, and China, one learns that Canada's foreign policies at times differ from our own. To understand the role that these national interests play in global affairs may contribute to a future in which national interests become mutual interests.

TEACHING STRATEGIES FOR INTRODUCING CANADIAN STUDIES

The following strategies are suggested as possible ways of introducing the study of Canada.

1. Put the word "Canada" on the board and see what ideas students associate with it. Keep a record of these impressions, repeat the exercise at the end of the semester, and note the difference.

2. You may wish to administer a pretest to determine existing knowledge about Canada. One such test is contained in Social Education, October, 1971, pp. 614-15.

3. Have the students develop a questionnaire itemizing things they believe they should know or things they want to learn about Canada. You could use this questionnaire as a means to discover the extent of

your students' knowledge about Canada.

4. Have students give mini-reports based on the knowledge of Canada they already possess. They can describe a tourist or fishing trip; or they can tell what they know about Canadian sports, performing arts, or literature.

5. The film Here's Canada is a good introduction to the country. It is available from the Canadian Consulate in New York City.

MODULE I

REGIONALISM

TEACHING STRATEGIES

Note. The teaching strategies throughout this guide have been developed to enhance the understandings contained in the syllabus on Canada published by the New York State Education Department in Albany.

Size is an important consideration in any study of Canada. Canada is the second largest country in the world and students should have a clear understanding not only of its sheer physical mass but also of its landforms, climatic conditions, and vegetation.

1. Have students determine the following distances:

   - Vancouver, British Columbia, to St. John's, Newfoundland.
   - Vancouver, British Columbia, to Bogota, Columbia.
   - Vancouver, British Columbia, to Vladivostok, U.S.S.R.
   - St. John's, Newfoundland, to Warsaw, Poland.
   - St. John's, Newfoundland, to Algiers, Algeria.
   - Pt. Pelee to Ellesmere Island.
   - Pt. Pelee to Quito, Ecuador.

   . What conclusions can you draw about Canada's size?

   . What impact must this enormous size have upon transportation? the Canadian economy? Canadian identity? Canada's role in world affairs?

   . How many land neighbors does Canada have? How might this factor affect Canada?

2. Have students prepare a bar graph depicting the data below (1977 estimates).

Group I	Square miles	Population
- U.S.S.R.	8,600,000	259,000,000
- Canada	3,852,000	23,000,000
- People's Republic of China	3,692,000	983,000,000
- United States	3,541,000	216,000,000
- Brazil	3,286,000	118,000,000

   . How does Canada compare with the others in terms of size? population? power?

Group II	Square miles	Population
- India	1,262,000	643,000,000
- Saudi Arabia	865,000	8,000,000
- France	213,000	53,000,000
- Italy	116,000	56,000,000
- U.K.	95,000	56,000,000

. How do these countries compare with group I and with each other in terms of size? population? power?

. To what extent do physical size and population determine whether or not a country is a world power?

. What other factors determine a nation's position in the world's power structure?

3. At the end of this module are two maps of Canada (Figures 1.2 and 1.3). Have students examine these two maps and also the maps included with strategy #4 and then answer the following questions:

. Where is the geographic center of Canada? What are the landforms, climate, vegetation, population, and economic characteristics of this area?

. Where is the population center of Canada? Describe this location using the categories above.

. Why don't the geographic and population centers of Canada coincide?

. What is the relationship between the population center of Canada and that of the United States? (To learn where the center is in the United States, consult an information almanac.)

4. Included in this strategy is a set of maps and graphs of Canada and North America (Figures 1.4 -- 1.12). Under "Maps" in the Resources section at the end of this syllabus, sources for commercially produced classroom maps are listed. Have students:

- examine the maps carefully.
- describe and compare Canadian landform, climatic, and vegetation regions in terms of both Canada and North America.
- describe the Canadian rail and highway systems.
- compare Canada's population centers with its original vegetation regions.

. To what extent do Canadian landforms have a north/south, east/west orientation?

- To what extent does Canada's transportation system counterbalance the north/south grain of Canada's physiography and relief?

- Basing your answer upon analysis of these maps and graphs, decide which regions should have been the first to industrialize. Why?

- To what extent is there a geographic explanation for east/west differences of opinion, attitude and policy?

5. Figure 1.13, an editorial, and Figure 1.14, a cartoon, illustrate Canadian perceptions of regionalism. Divide the class into groups representing the five regions described in the editorial. Using both the editorial and the cartoon, or similar materials from more current sources, have each group write a statement describing that region's priorities, view of itself, and reactions to the other regions.

   After these statements have been presented to the other groups, hold a meeting of regional representatives in Ottawa to discuss the strengths and weaknesses of a strong regional-weak federal plan of government, as contrasted with the present government. Each regional representative should reflect the views of his/her area.

6. THE LOUIS RIEL UPRISINGS: 1869-70 AND 1884-85 (Figure 1.15).

   The Louis Riel uprisings make an interesting case study in western alienation and French/English antagonisms. The uprisings and the ultimate execution of Riel have all the impact of drama, and because of this they capture the imagination of students and spark an interest in broader Canadian issues. It is significant to note that many of the issues which this case raised have yet to be resolved in Canadian society.

   These uprisings are interesting from yet another perspective; such a case study provides students with an opportunity to examine an actual historical event, about which a great deal has been written, but about which no single interpretation has been accepted. Thus students have an opportunity to weigh evidence and draw their own conclusions.

   The case study can be used in several ways: a) to develop the concept of regionalism; b) to investigate bilingualism and biculturalism, and c) to a lesser, although no less important extent, to analyze Canada's cultural mosaic and identity.

   The following questions can be used in the development of regionalism:

   - To what extent and in what ways did the building of the Canadian Pacific Railway (C.P.R.) intensify sectional rivalries and social discontents?

   - What complaints did western farmers have toward the C.P.R.? How justified were these complaints?

   - How responsive was the federal government to western demands for reform? What steps could the government have taken to lessen tensions?

- What role did the Northwest Mounted Police play? (now named the Royal Canadian Mounted Police)
- To what extent did the uprising mark the end of the nomadic lifestyles of the Indians and the Métis?
- To what extent and in what ways did the interests of the Indians and the Métis coincide with those of the English settlers?

The following questions can be used in the development of the French Fact.

- To what extent was Louis Riel a "typical" French Canadian? a "typical" Catholic? What is a Métis?
- Why did Riel's supporters as well as his detractors ultimately split along English/French lines?
- What ultimately happened to the following characters in the drama:
  Louis Riel?
  William Jackson?
  Gabriel Dumont?
  Poundmaker?
  Big Bear?
- How did the trial affect the careers of Wilfrid Laurier and Sir John A. Macdonald?
- What political pressures were exerted by the Orangemen of Ontario?
- Why didn't the federal government intervene in Riel's execution?
- What do you think would have been a fair disposition of this case? Why?

BIBLIOGRAPHY: Louis Riel

The following bibliography on Louis Riel may be of help.

Bowsfield, Hartwell. Louis Riel: The Rebel and the Hero. Toronto: Oxford University Press, 1971. Illustrated, 160 pp.

Bumsted, J.M. "Ontario Press Reaction to the Northwest Rebellion in 1885." Documentary Problems in Canadian History: Post Confederation. Georgetown, Ontario: Irwin Dorsey Limited, 1969. Vol. 2, pp. 95-128.

Charlebois, Peter. Louis Riel. Toronto: New Canada Publications, 1975. Illus., 256 pp.

Howard, Joseph. Strange Empire: Louis Riel and the Métis People. Toronto: James Lorimer, 1974. Illus., 600 pp.

Jordan, Mary, ed. To Louis From Your Sister Who Loves You. Toronto: Griffin House, 1974. 2 vols.

Wade, Mason. The French Canadians, 1760-1967. Toronto: Macmillan, 1968. Ch. 8.

7. To describe the geographic regions of Canada, use any of these films: Helicopter Canada; Canada: Take it From the Top (a shorter version of Helicopter Canada); Landform Regions; Railrodder. Teachers in the field report success with these films. Some are available without charge from the Canadian Consulate in New York City.

8. Have a student plan a tourist trip to some place in Canada, a trip for canoeing or fishing. The student can make a tape recorded description of what he/she might see on the way and after he/she arrives. Have the student include the various modes of travel to be used, distances to be traveled, wearing apparel to be worn, photographs he/she might take, and interesting sights he/she might see. Gear used for canoeing today can be compared with that used by the Métis years ago. Students interested in canoeing might like: Nick Nickels, ed., Canada Canoe and Camp Factpack (Lakefield, Ont.: Nickels, 1972); or Ian Scott and Mavis Keer, Canoeing in Ontario (Toronto: G.R. Welsh Co. Ltd., 1975).

9. Have several students form a weather forecasting team. Each picks a different region of Canada and develops a weather forecast typical for that area. They may wish to use video tape to simulate a television weather forecast, or audio tape to simulate a radio weather forecast. A presentation in front of the class without cameras or recorders would be the least complicated approach. Do not miss this opportunity to emphasize causal relationships. The weather that is reported should be defensible in terms of the factors that influence weather.

10. Use transparencies and spirit masters showing variations in topography, climate, soil, vegetation, etc. Field testers have used a set of 12 transparencies and 28 spirit masters titled Canada and produced by Milliken Publishing Company of St. Louis, Missouri 63101.

11. For those students who, in your judgment, would enjoy playing bingo, devise some cards that have geographic regions as titles for the columns (Interior Plains, St. Lawrence Lowlands, Maritime Provinces, etc.). Under the columns the landforms, vegetation, climate, and industries can be given. A simpler form would be to have a block of 16 or 25 squares with regional terms ("tundra," "coniferous forests," "rocky mountains," etc.) appearing in the squares in random order, thus eliminating titles for columns. Many variations on this game could be developed. Bingo games that fit other modules could also be devised.

12. Some students will no doubt enjoy working the hidden word puzzle that appears as Figure 1.16. It should be noted that a book of hidden word puzzles pertaining to Canadian history has been published by Gilbert Associates. The copies are inexpensive so that one can be purchased for each interested student. A separate answer book with explanatory notes for the teacher is also available. The book is titled Canadian History Hidden Word Puzzles and is listed under "Miscellaneous Resources" in the last unit of this guide.

TERMS: REGIONALISM

The following terms from Module I are included in the Glossary, one of the last sections of this document:

Acadia	Maritime Provinces
Canadian Shield	Métis
climatic regions	physiography
Inuit	throne speech
landforms	topography

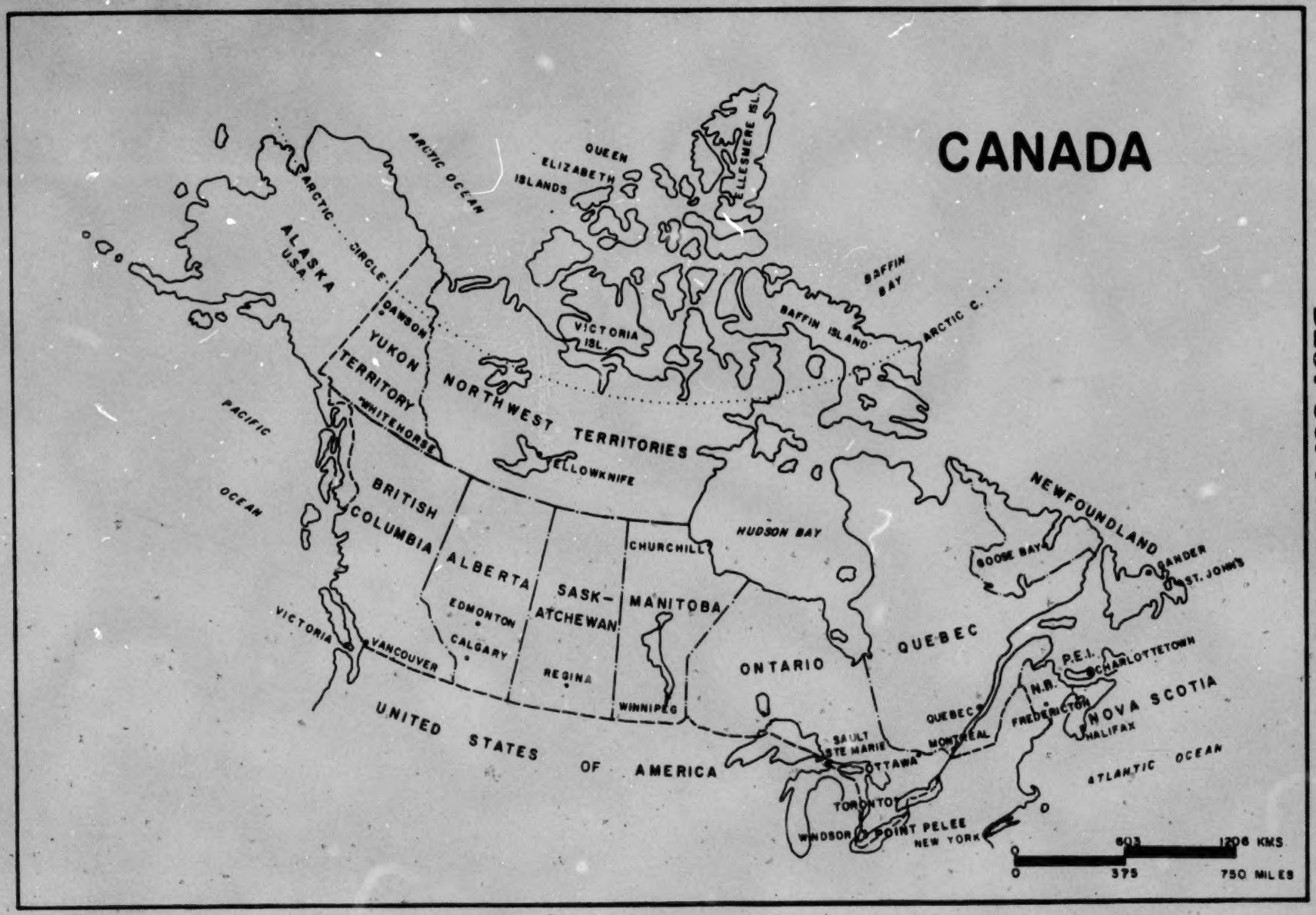

FIG. 1.1 BASE MAP OF CANADA

Center for the Study of Canada, SUNY Plattsburgh.

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FIG. 1.2 GEOGRAPHIC CENTER OF CANADA

Angus M. Gunn, ed., Man on Earth: Canada's Northland (Toronto: Oxford University Press, 1974), p. 2.

FIG. 1.3 POPULATION CENTER OF CANADA

Center for the Study of Canada, SUNY Plattsburgh.

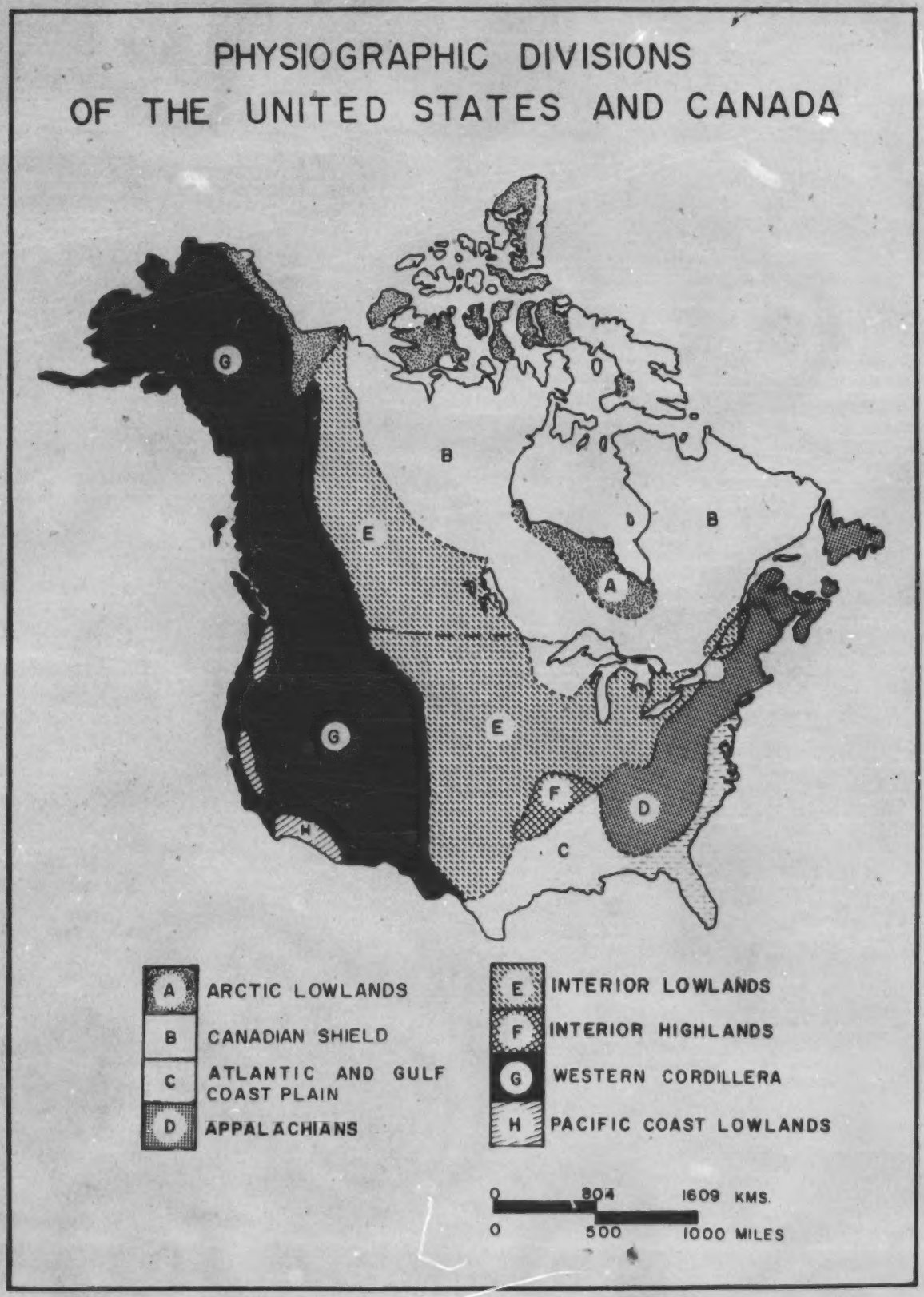

FIG. 1.4 PHYSIOGRAPHIC DIVISIONS OF THE UNITED STATES AND CANADA

After George S. Tomkins and Theo L. Hills, A Regional Geography of North America, rev. ed. (Toronto: W. J. Gage, 1966), p. 24.

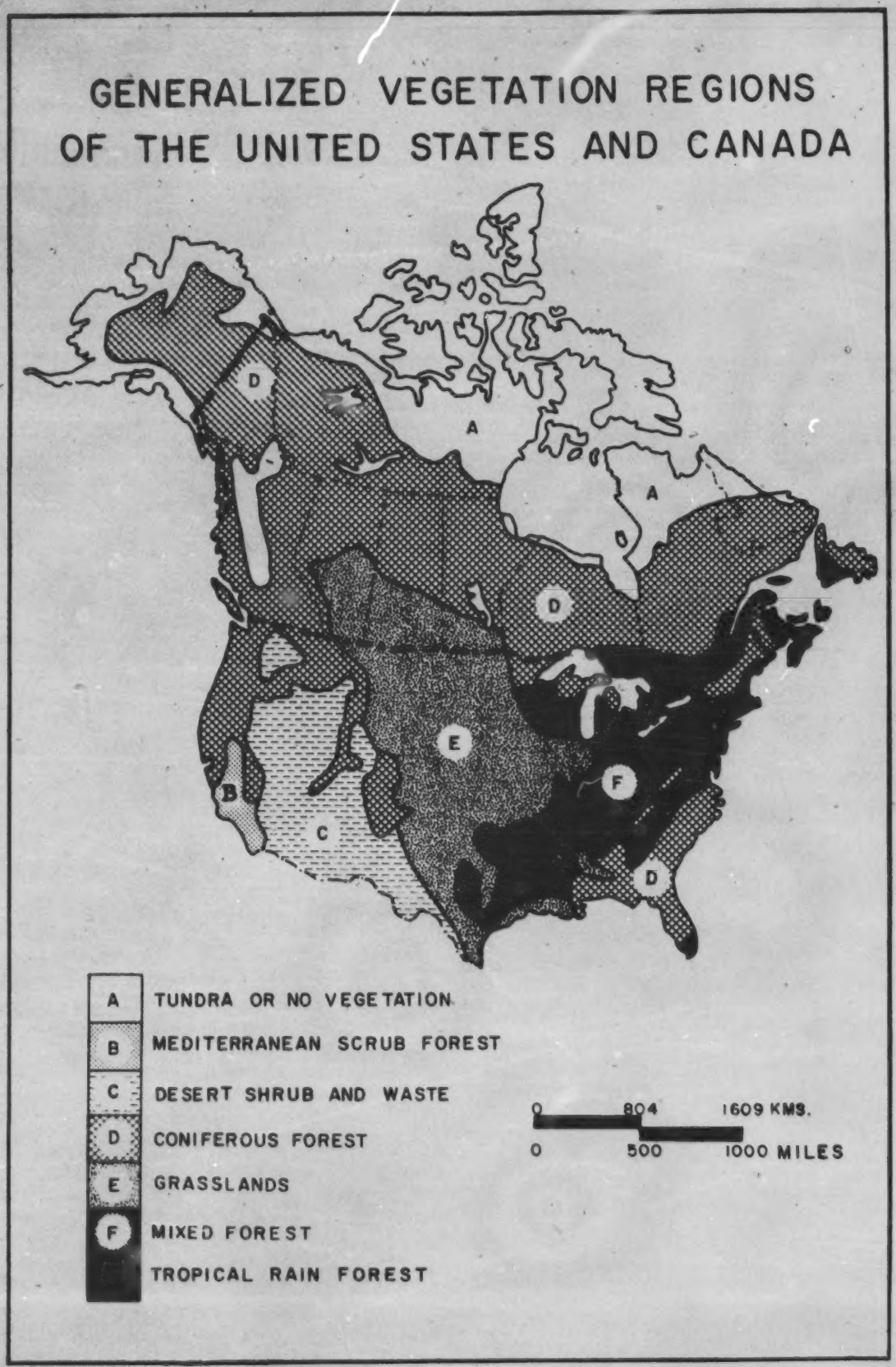

FIG. 1.5 GENERALIZED VEGETATION REGIONS OF THE UNITED STATES AND CANADA (BEFORE EXTENSIVE FARMING AND CLEARING)

After Tomkins and Hills, A Regional Geography, p. 29

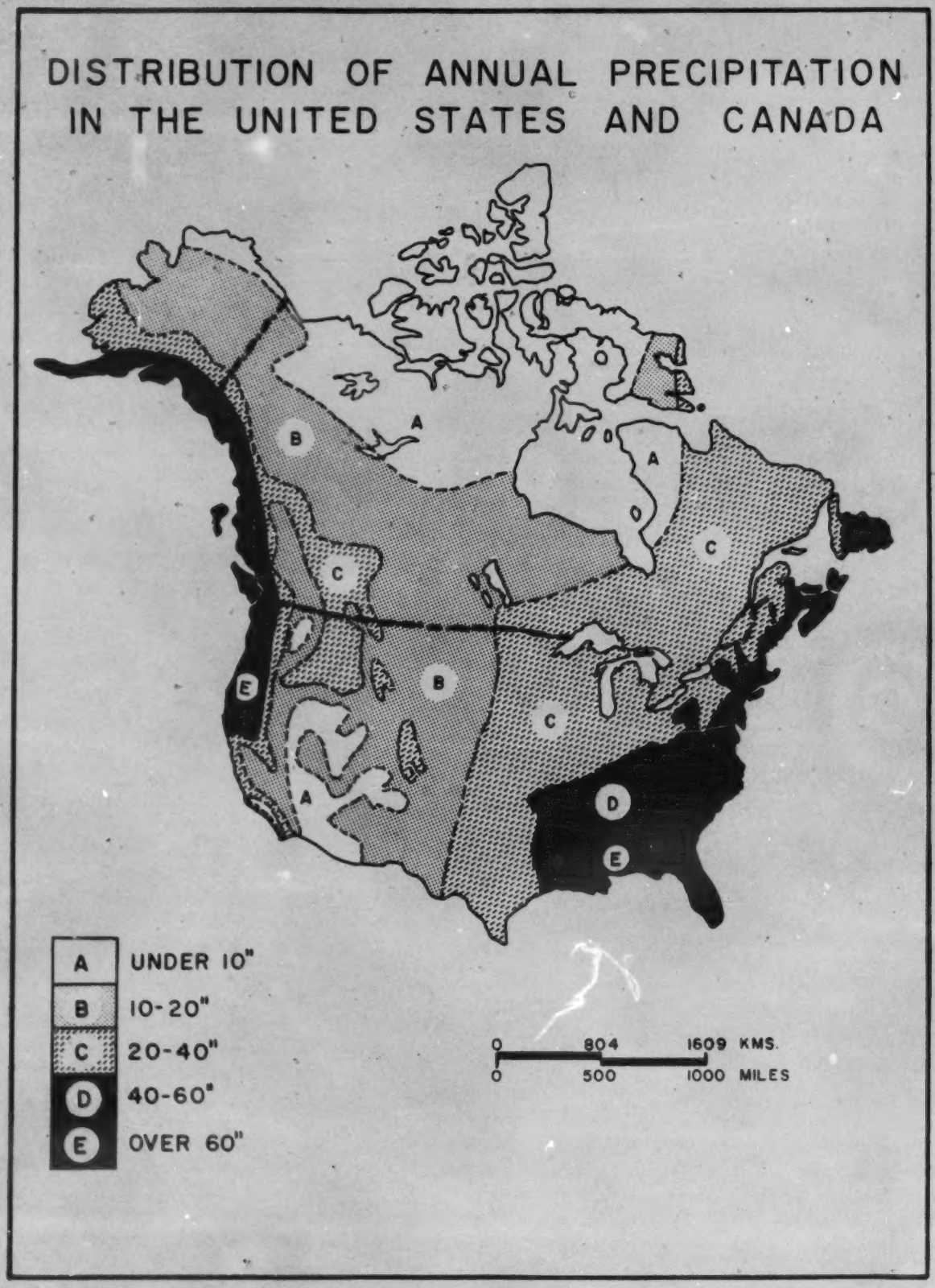

FIG. 1.6 DISTRIBUTION OF ANNUAL PRECIPITATION IN THE UNITED STATES AND CANADA

After Tomkins and Hills, A Regional Geography, p. 26.

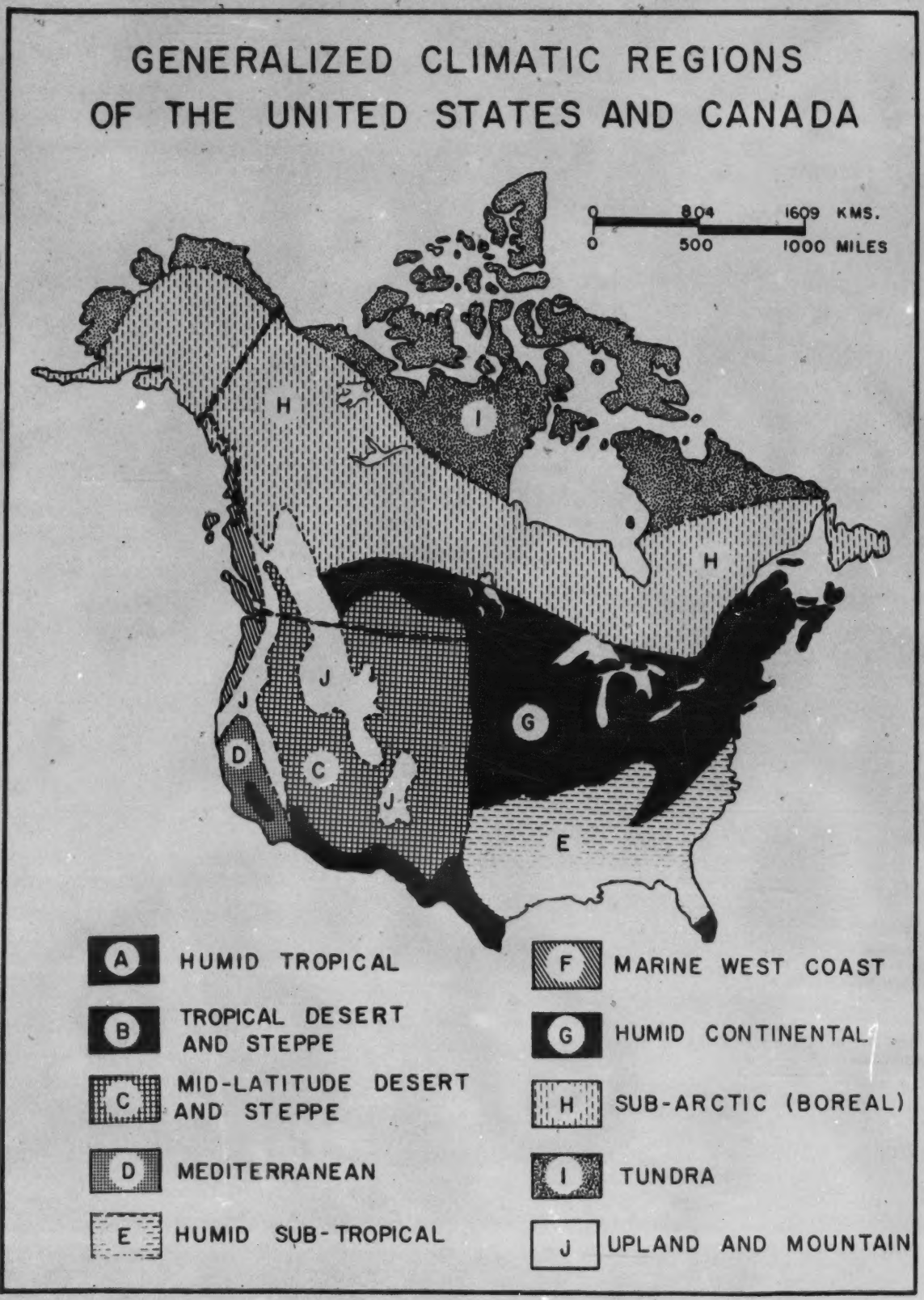

FIG. 1.7 GENERALIZED CLIMATIC REGIONS OF THE UNITED STATES AND CANADA

After Tomkins and Hills, A Regional Geography, p. 27.

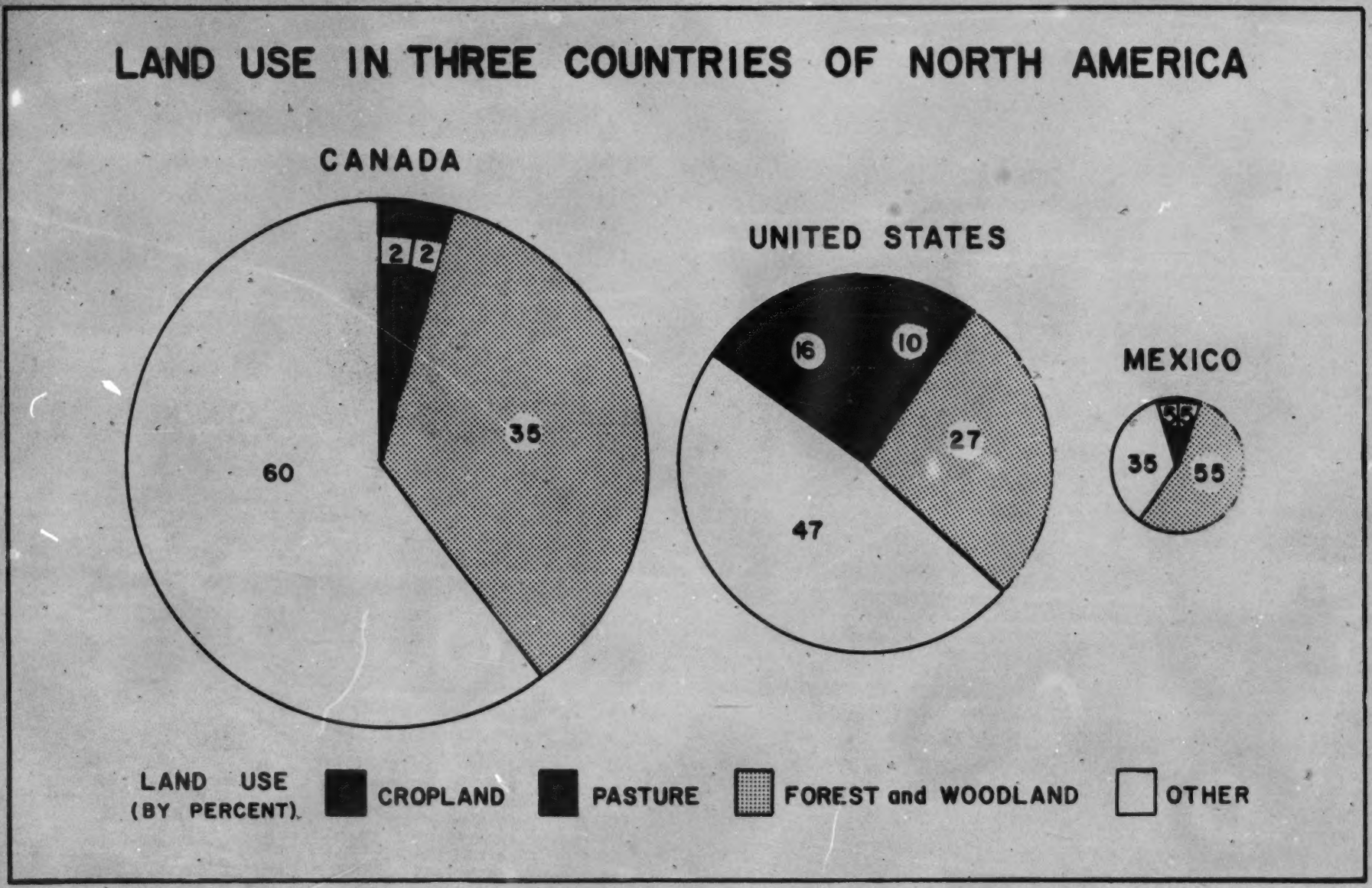

FIG. 1.8 LAND USE IN THREE COUNTRIES OF NORTH AMERICA

Center for the Study of Canada, SUNY Plattsburgh.

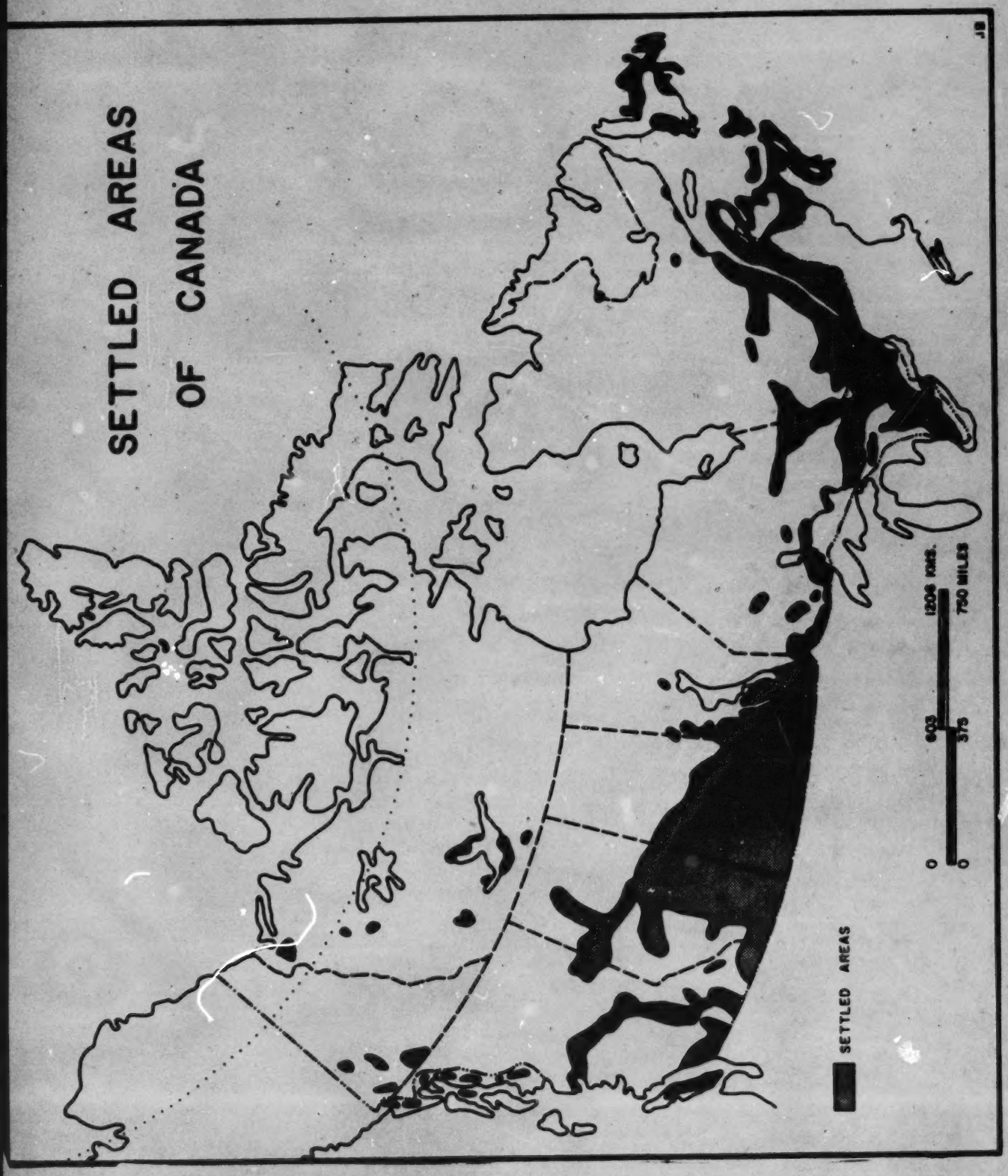

FIG. 1.9 SETTLED AREAS OF CANADA

Donald F. Putnam and Robert G. Putnam, Canada: A Regional Analysis (Don Mills, Ont.: J.M. Dent and Sons, 1970), p. 42.

FIG 1.10 MAIN RAILROAD LINES OF THE UNITED STATES AND CANADA

After Tomkins and Hills, A Regional Geography, p. 32.

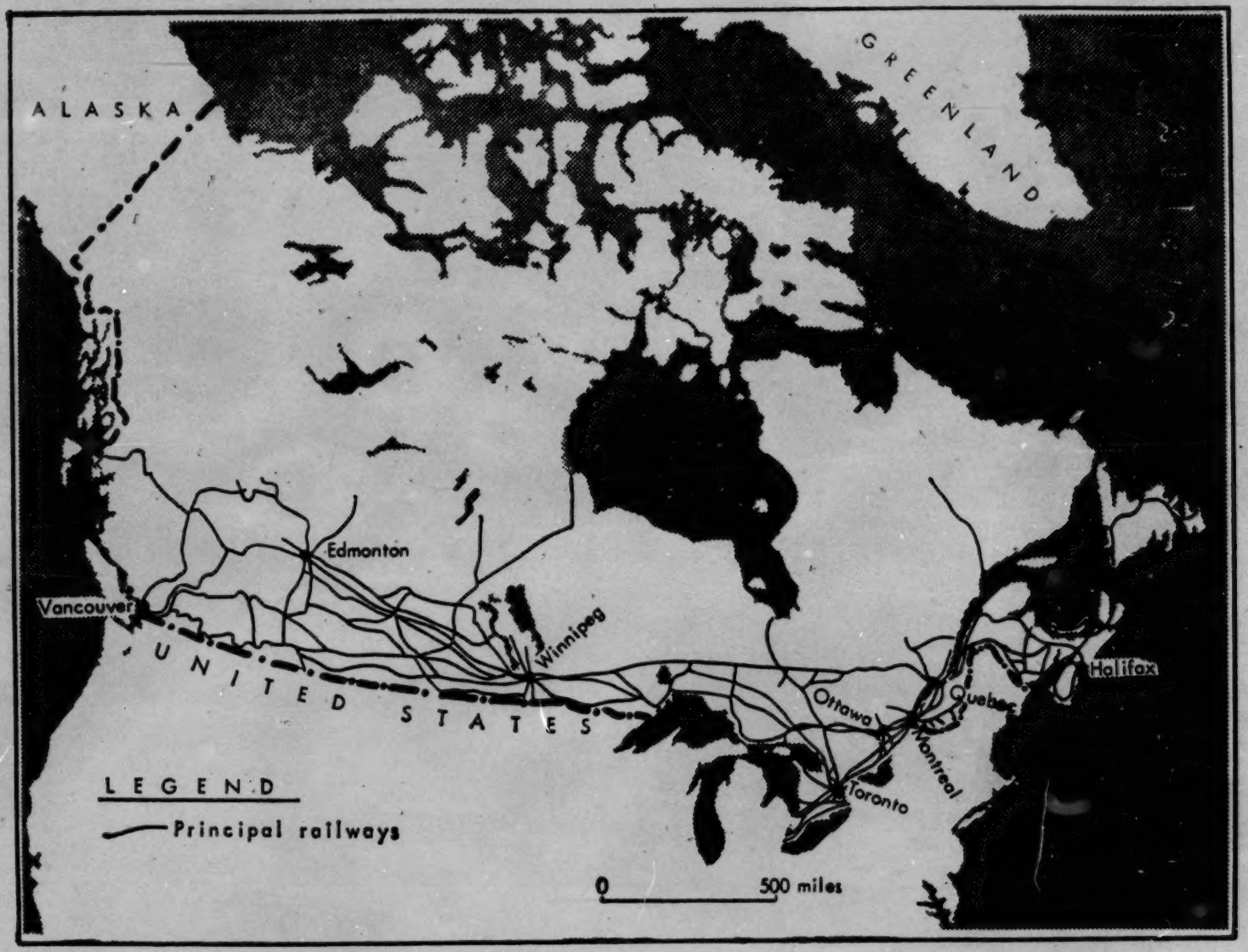

FIG. 1.11 PRINCIPAL RAILWAY LINES OF CANADA

After Tomkins and Hills, A Regional Geography, p. 357.

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FIG. 1.12 PRINCIPAL HIGHWAYS OF CANADA

After Tomkins and Hills, A Regional Geography, p. 357.

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BRITISH COLUMBIA

SEPARATISM IN THE WEST

by Jes Odam

VANCOUVER -- While Premier René Lévesque and his cabinet colleagues have been busy in New York discussing the future of Quebec, a similar debate is going on in British Columbia.

The title of the topic out west is the future of Canada, but it comes down to very much the same thing. There are separatists in the West just as there are further East.

However, there are a great many Westerners who simply want to see a greater degree of independence from Ottawa. They even feel that with increased political decentralization, all the shouting in Quebec may eventually die down. Quebec can then stay, in some fashion, within Confederation.

While separatism is regarded by most people here as a clear break from the present political union, independence has a variety of meanings. To some it is the setting up of a new country complete in itself. To others it transfers to the provinces some of the powers now held by the federal government. Just how many powers is again open to wide opinion.

It did not take long for the question to reach the floor of the B.C. legislature which has just started its 1977 session with an Opposition thirsting for blood--anybody's blood....

Premier Bennett's answer is to revive a call made in 1968 by his father W.A.C. Bennett, the former premier of B.C. That call is for regionalization of Canada with a money shorn Ottawa left with matters such as defense, national security and international trade.

The elder Bennett even had a map prepared for a 1968 constitutional conference showing the country split into the Maritimes, Quebec, Ontario, the Prairies and of course B.C. One of the kickers was that B.C. would take in the Yukon and part of the Northwest Territories. The remainder of N.W.T. would be "given" to the Prairie region.

The younger Bennett revived the idea in the throne speech which started off the session with the reference "across this country today there are those who would seek a simple solution to some of Canada's problems by breaking up this great Confederation." A better way, the speech said, was for the creation of five regions and a more flexible union between them and Ottawa "to keep Canada strong and together."...

FIG. 1.13 BRITISH COLUMBIA: SEPARATISM IN THE WEST

Montreal Star, January 29, 1977.

FIG. 1.14 ROBERT STANFIELD, FORMER LEADER OF THE PROGRESSIVE CONSERVATIVE PARTY IN CANADA

Aislin: 150 Caricatures (Edmonton: Hurtig Publishers, 1975).

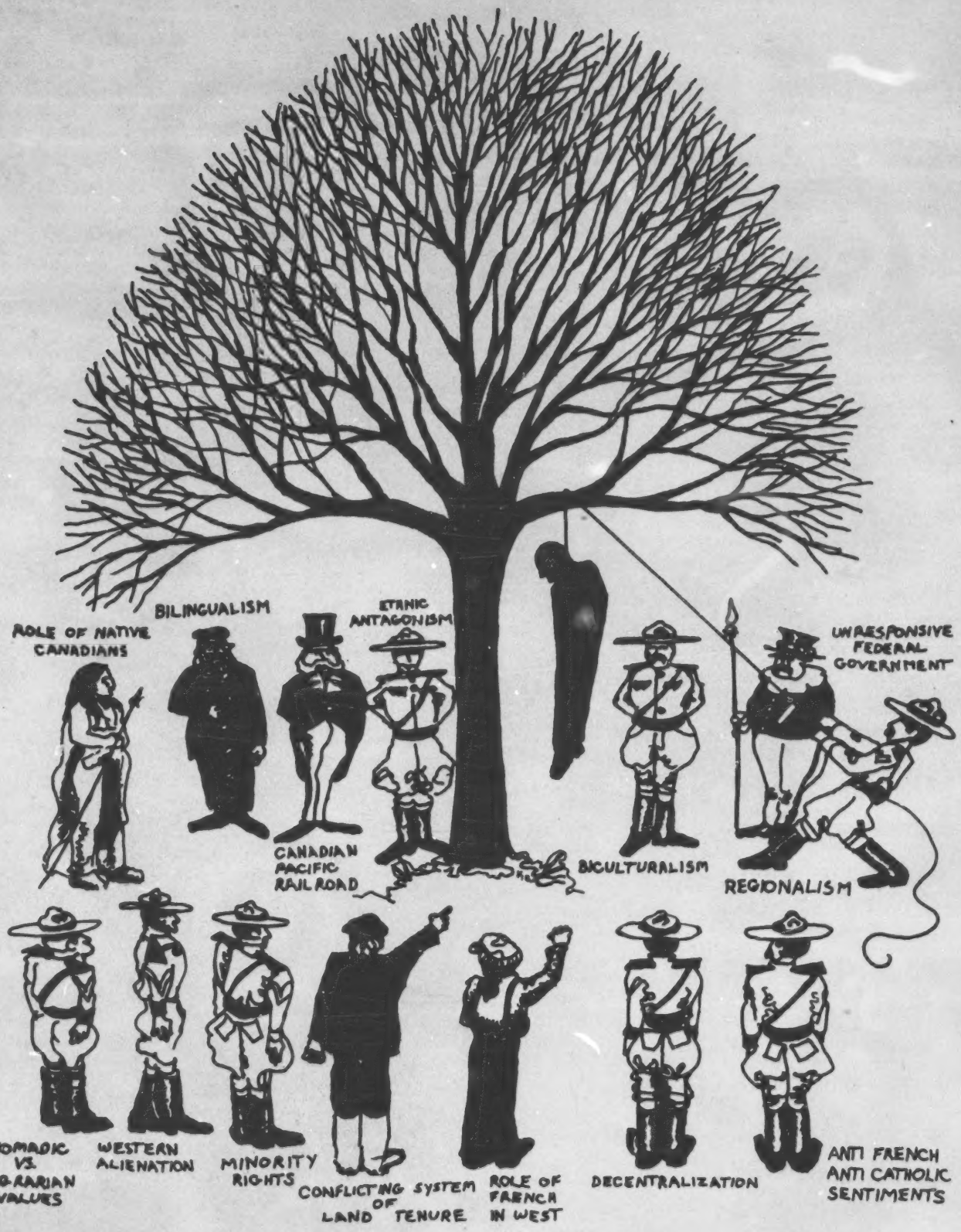

FIG 1.15 THE HANGING OF LOUIS RIEL

PUZZLE

Directions. In the block of letters, find the terms listed by reading forward, backward, up, down, or diagonally. Draw a line around each name as you find it. The term "Appalachian" is given as an example.

1) Appalachian
2) Ontario
3) Prairies
4) Kitimat
5) Arctic
6) Atlantic
7) Shield
8) Niagara
9) NORAD
10) Pacific
11) Great Lakes
12) Glaciers
13) Hamilton
14) James Bay
15) Minerals
16) Near North
17) Far North
18) Oil
19) Sedimentary
20) Coniferous
21) Saint Lawrence
22) Cordillera
23) Windsor
24) Welland
25) Fisheries
26) Igneous
27) Tundra
28) Hudson Bay
29) Wheat
30) Calgary
31) Winnipeg
32) Manitoba
33) Vancouver
34) Alberta
35) York
36) Quebec

N A P P A L A C H I A N E I O U C T A M I T I K
E O P S L M A S I O Z H R O S E P A C I F I C I F
A S O B O K O G K J T U P E J R S I M A T O Z E C
R O S T C V P R A A P D M A N I T O B A L Q U I D
N S C O N I F E R O U S A O B N J O N C P G W X S
O M K N G D Z A M I T O P O A O N Y H R U Y A I O
R J V T M E J T A L A N M L O R J E O Q E H L R V
T K O A W F G L P X F B T N B A T O S X R D B J Y
H V Y R S O Z A E I O A Y I R D K J Z K H D E R N
Z O O I S E J K N H S Y L W A F J W J A Y O R K Y
S R W O K G F E M A L B L N Z W C O F C J S T T C
G L A C I E R S F F A R N O R T H V Q L R R A L B
X M S K P J F G A C Q Y K B K B H C K O I S E K F
W I N D S O R M F I G N E O U S V M P S H I E L D
E N W H E A T S K T N S R K D O M N Z S O N Z J P
L E C A D J K Q N A Y T J P R A I R I E S D N I C
L R K M I W M I O A X U L P G G Y W T R A S N X O
A A C I M E Q C B U Q N Z A S V A L U X E T M N R
N L A L E M I S F T R D I L W A H Z P I O C L A D
D S K T N C E H R W O R D V U R S G R B D K R H I
K S T O T M D V T S P A H F H K E E S O J B E M L
C I B N A V A N C O U V E R S T H N I A G A R A L
S U V J R G E T H A F L G W D S X T C R V I A N E
A B S I Y S E U T W V X Y W I N N I P E G T H J R
Q U E B E C A O Z P M K C F N D R Z E C I T C R A

FIG. 1.16 HIDDEN WORD PUZZLE: REGIONALISM

MODULE II

THE FRENCH FACT

TEACHING STRATEGIES

Note. Classroom materials pertaining to controversial issues are often bland and dull because an effort is made to offend no partisans. The French Fact is a topic of considerable controversy within Canada. It should be noted that the teaching strategies within this module are open ended. They allow the student to draw his/her own conclusions. At the same time they do encourage the examination of some extreme views that may not be popular with the majority of Canadians.

French language version. It was assumed that it might be helpful to teachers and students of the French language if Module II were translated into French. For this reason a translation of the teaching strategies of Module II appear in French in the Appendix found at the end of this document.

1. Introductory strategy. Ask students to tell the class anything they have heard about Canada recently. Are problems related to French Canada or Quebec independence mentioned more often than other aspects of Canadian culture? If yes, what does this say about the importance of this issue to Canadians? to the United States?

2. Have students consider this situation: Suppose you are the ruler of a country that has recently conquered a large tract of land occupied by people with a different language and a different religion. Would you try to get these people to adopt your own language? religion? How might this be accomplished? If you let them keep their own language and religion, what problems might that create for you? Now, examine and compare the policy of George III of England towards the defeated French in Canada following the British victory there in 1763.

3. Although there are increasingly close cultural ties between French speaking Canada and France, there are also differences. Have students with some knowledge of French examine the language chart (Figure 2.1).

   - Why does the French language spoken in Quebec differ from that spoken in France?
   - Discuss the extent to which some of the words listed reflect the Canadian experience.
   - Discuss the importance of two hundred years of relative cultural isolation of French Canada from France.

4. To emphasize the significance of the French and Indian War as a turning point in the history of North America, have students simulate a situation in which news has arrived that the battle on the Plains of Abraham is underway but the outcome is unknown. Some could play the role of

British settlers, both rich and poor. Each student, in playing his/her role, could speculate on what will happen should his/her side lose. Does defeat in war affect the wealthy in the same way as it affects the poor? Were the French ultimately treated differently from most groups when defeated at war?

5. Have a student read Evangeline by Longfellow (or a synopsis). He/She can then report to the class about the poem, the plight of the Acadians, and the accuracy of Longfellow's account. Perhaps the role of poetic license could be discussed.

6. Two Solitudes by Hugh MacLennan is excellent for increasing students' understanding of bilingual differences. This book has experienced a revival of popularity since the Quebec election of 1976. Have a student read the book and report to the class about it.

7. Have some students do research on the following topics and report to the class (or make this a general class assignment). Students should explain the relation of each event to the conflict between French and British cultures, explain the effect each had on the conflict, and assess whether matters were made better or worse. Note: The index of almost any book on Canada or Quebec history would be useful, but especially recommended for research in this area is: Report of the Royal Commission on Bilingualism and Biculturalism. This strategy is probably best used as a series of assignments about issues relevant to the time period under study.

   - Quebec Act of Union
   - Constitutional Act of 1791
   - Durham Report
   - Riel Uprising
   - Rebellion of 1837
   - Conscription Crises (World Wars I & II)
   - October Crisis (1970)
   - Quebec's Bill 22
   - Quebec Provincial Election of 1976
   - Quebec's Bill 101
   - Quebec's 1980 Referendum

8. Have any students in your class who are in their third or fourth year of French do their research on the topics in strategy number seven using a French language text. Have the class compare the treatment of these issues in English and in French sources. How significant are the differences? What does this tell us about the different perceptions of their own history held by Francophone and Anglophone students in Canada?

9. Note. The intent in this strategy is to have the student examine an extreme point of view. The exercise is open ended, allowing for more than one conclusion.

   Some French Canadians have referred to themselves as "The White Niggers of North America." (This is the title of a book written by Pierre Vallières, a Québécois nationalist.) Have students consider to what extent this label seems accurate. Have them compare the present situation of blacks in the United States with that of Francophones in

Canada--as well as comparing the origins of each group's inferior status within its own country--by considering the following questions:

- What different motives brought the earliest members of these two groups to North America?
- How were these groups treated by other people of the same region?
- What forms of discrimination did these groups experience before 1900? after 1900?
- To what extent did prejudice against the two groups keep them out of the cultural and economic mainstream? What other factors were responsible?

10. Have the students examine Figure 2.2, the cartoon of former Prime Minister Lester Pearson.

- According to the cartoonist, what is the English/French conflict doing to Canada?
- What is the cartoonist's attitude towards the conflict?
- In what ways is the threat of Quebec independence a "headache" for all Canadians?
- The creation of an independent Quebec nation would affect different regions and different peoples of Canada in different ways. How and why?

11. Have the students examine Figure 2.3, the map of Canada showing the distribution of languages.

- Based on the data shown, what conclusions can you make about bilingualism as a social fact in Canada?
- What is the significance of the continued existence of isolated language enclaves in various parts of this country?
- What might happen to French speaking minorities outside of Quebec if Quebec separates from Canada?
- What might Western attitudes be towards bilingualism and biculturalism?
- To what extent does bilingualism/biculturalism exist in the United States? To what extent is it a problem?

12. Have students read the articles (Figures 2.4 and 2.5) comparing government policies toward bilingualism in Canada and Belgium. A language map, Figure 2.6, is also included for use with this strategy.

- What languages are involved in each case? Why are Canada and Belgium bilingual?

- What problems are posed by bilingualism? In addition to the language issue itself, what other issues are involved?
- How does the Belgian approach differ from the Canadian approach? Why?
- How successful is each government's approach in meeting the needs of its country?
- To what extent does the language issue dominate the political life of either country?
- How do the sizes of Belgium and Canada affect the problem?
- Are there other countries with more than one official language? Give examples.
- What are some of the problems associated with official bilingualism in Canada? What are some of the benefits?

13. Have students analyze the quotations in Figure 2.7, considering the identity of the speaker, the time when the statement was made, and the message conveyed by the quotation.

    Using the insights and points of view resulting from this analysis, have one group of students prepare a letter of advice to those people in Quebec who favor independence, and another group prepare a letter of advice to the Prime Minister who is seeking to hold Canada together.

14. In Figures 2.8 through 2.12 you will find a series of articles, editorials, and letters to the editor about bilingualism and Quebec independence. Divide the class into small groups and assign an article or letter to each group. Students should read the article or letter assigned and prepare a report to the class from the group. The reports should:

    - summarize the point of view expressed in the reading as it relates to the issue of language or independence.
    - identify the author, or other source, of the point of view expressed in the reading. (Discuss ways in which the author's perspective may be affected by his or her occupation, ethnic origins, role in Canadian society, or geographic location.)
    - explain to what extent the group agrees or disagrees with the point of view it has identified.

    Once the group reports have been given, the class, as a whole, should consider the following questions:

    - How well was the French Canadian position represented? Why?
    - How well was the English Canadian position represented? Why?

- What other positions need to be discussed before a balanced picture is created? (See the next strategy.)

15. If you are able to obtain copies of a French language newspaper (e.g., Montreal's La Presse or Le Devoir), the exercise described in strategy fourteen may be repeated using articles dealing with bilingualism and independence written by French Canadian authors.

16. Have the students examine the Aislin cartoon, Figure 2.13, of former Conservative leader and Prime Minister John Diefenbaker. Note how the cartoon is captioned in French and English.

    - What does the cartoon say about Anglophone attitudes toward the French?
    - What other "foreigners" are there in Canada?
    - How are their situations different from that of the French? How are they similar?

17. Have students examine the Aislin cartoon, Figure 2.14, that pictures a Montreal court room.

    - What is the cartoonist saying here about Francophone attitudes toward the English speaking minority in Quebec?
    - Is the judge French or English? How do you know?
    - What does Quebec's Bill 101 say about the use of English language signs in the province?
    - What indication is there that the cartoonist may not be in complete agreement with the government's ban on the use of English-only signs? What do you think?

18. Have the students read the excerpts from Pierre Elliott Trudeau's speech included here as Figure 2.15. The speech was delivered before a joint session of the United States Congress on February 22, 1977.

    - What does Mr. Trudeau say about the following issues:
        - the inequality of French Canadians within Canadian society?
        - the importance of a bilingual policy to Canada?
        - the approach to be taken leading to an equal and bilingual society?
        - the basis of French Canadian insecurity and the importance of "la survivance"?
    - How might Mr. Trudeau's personal background affect his attitudes and perceptions?
    - In what ways does his position differ from that of the Anglophone? from that of the ardent supporter of Quebec independence?
    - How realistic is Mr. Trudeau's position?

19. Have the students examine the remarks of Quebec Premier René Lévesque concerning the French experience in Quebec (Figure 2.16) and independence for Quebec (Figure 2.17) and then consider the following questions.

    - What parallels may be drawn between the social, political, and economic situations in Quebec today and the social, political, and economic situations in Britain's American colonies in 1776? In what ways are the situations dissimilar?

    - Compare Lévesque's remarks with those made by Prime Minister Trudeau (Figure 2.15). In what ways does Trudeau's concept of nationhood differ from Lévesque's?

    - How convincing is Lévesque in building a rationale for independence? If you were a citizen of Quebec, how would you vote in a referendum for independence? Why?

    - Have students examine the American Declaration of Independence. To what extent are the grievances listed applicable to the Quebec-Canada relationship today?

20. Have a debate on the following: Resolved--The Province of Quebec should dissolve its political ties with the Canadian Confederation and establish, here and now, the independent nation of Quebec.

21. Figure 2.18 is a scrambled word puzzle on New France. If you have students who like word puzzles you may want to obtain copies of Canadian History Hidden Word Puzzles published by Gilbert Associates. See "Miscellaneous Resources" in the last unit of this guide.

BIBLIOGRAPHY: The French Fact

For teachers seeking to expand their own knowledge of the historical roots of Canada's biculturalism or searching for suitable reading material for their students, the following might be useful.

Careless, J.M.S. Canada, A Story of Challenge. Toronto: Macmillan, 1953. Revised editions exist.

Emphasizes the role of history; used as a textbook by several field testers.

Casanova, Jacques-Donat, and Landry, Armour. America's French Heritage. Quebec: La Documentation Française and the Québec Official Publisher, jointly; 1976.

Emphasizes the role of French speaking people in the United States. A copy can be obtained free of charge by contacting the Quebec Government House in New York City.

Current Events, May 11, 1977.

This issue is devoted to the situation in Quebec. Current Events is published by Xerox Education Publications, 1250 Fairwood Avenue, Columbus, Ohio 43216.

Current History, April, 1977; April, 1974; April, 1972.

Each of these three issues is devoted to Canada and each contains an article on Quebec. The other articles relate to other Modules in this syllabus. Copies are available from: Current History, 4225 Main Street, Philadelphia, Pennsylvania 19127.

Kirbyson, Ronald C. In Search of Canada. Scarborough, Ontario: Prentice-Hall, 1977. 2 vols.

Grade 8-9 reading level; emphasizes the history of Canada; interdisciplinary approach.

Richler, Mordecai. "Oh! Canada! Lament for a Divided Country." Atlantic, November, 1977.

An extensive, fascinating look at the Quebec "situation" and its effect on Canadian unity. Though difficult reading for most secondary students, it is an invaluable resource for the teacher. Premier Lévesque has been highly critical of Richler's account.

Stratford, Philip, and Thomas, Michael, eds. Voices from Quebec. Scarborough, Ontario: Van Nostrand Reinhold, 1977.

Most of the selections are by contemporary French Canadian authors. They should help students in the United States understand what it means to be French in Canada and why some people in Quebec favor the establishment of a sovereign Quebec nation.

Time, February 13, 1978. The cover story, "Canada--A Divided Country," examines the current situation in Quebec and the implications for Canada of the possible separation of Quebec. It discusses Parti Québécois policies, Bill 101, and the historic roots of the current dilemma. Especially fascinating is an account of the two political leaders then involved in the debate over Quebec's future--Pierre Trudeau and René Lévesque.

The Pepin-Robarts Task Force on National Unity (1979) is a major federal government-sponsored study dealing with the French experience in Canada and the implications for Canadian Confederation. The document may be obtained from Printing and Publishing, Supply and Services Canada, Hull, Quebec K1A 0S9.

Quebec-Canada: A New Deal (1979) is the Quebec government's proposal for sovereignty-association and is available from the Editeur officiel, Gouvernement du Québec, in Quebec City.

A New Canadian Confederation (1980) is the Quebec Liberal Party's proposal for a new federal-provincial relationship which does not include sovereignty-association. It is available from the Quebec Liberal Party, 460, rue Gilford, Montreal, Quebec H2J 1N3.

TERMS: THE FRENCH FACT

The following terms from Module II are included in the Glossary, one of the last sections of this document:

Acadia	Jesuit
Anglicize	language enclaves
bateau	mercantilism
coureur-de-bois	pemmican
filles du roi	Québécois
Francophone	Seigneur
habitant	sovereignty (and sovereignty-association)
"Je me souviens"	voyageurs

French Canada Has A Tongue of Its Own

[CANADIAN]	[FRENCH]	[ENGLISH]
	Le Temps (The Weather)	
abatage de pluie	rafale de pluie	cloudburst
bordée de neige	forte tombée de neige	heavy snowfall
doux-temps	temps relativement doux suivant un grand froid	mild spell
été des sauvages	été de la Saint-Martin	Indian summer
temps des sucres	période du printemps où on fabrique le sucre d'érable	maple syrup time
	Le Bureau (The Office)	
affile-crayon	taille-crayon	pencil sharpener
agrofe	trombone	paper clip
dactylo	machine à écrire	typewriter
faire du bureau	travailler dans un bureau	to do office work
papier ligné	papier réglé	lined paper
saucer une plume	tremper une plume	to dip a pen

NOTE TO STUDENTS: As with most languages, there are regional variations in the use of some terms. All of the above terms are familiar to at least some Francophone Canadians. To others, however, some of these terms may be as foreign as they are to you!

FIG. 2.1 FRENCH CANADA HAS A TONGUE OF ITS OWN

Canada: Today/D'Aujourd'hui, No. 2, Feb., 1974, p. 7.

Blaine MacDonald of the Hamilton *Spectator*.

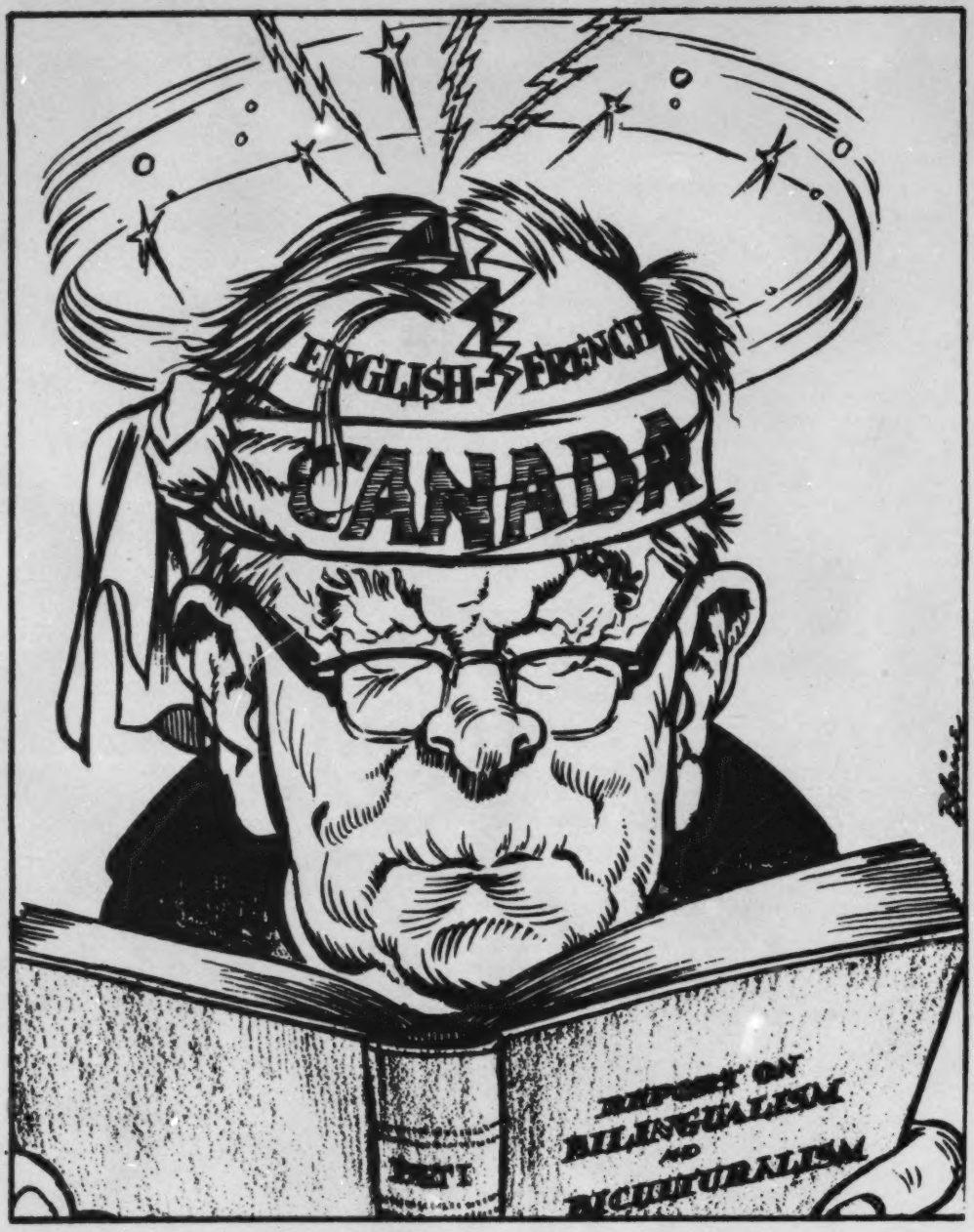

FIG. 2.2 FORMER PRIME MINISTER LESTER PEARSON AND THE FRENCH/ENGLISH SITUATION IN THE EARLY 1960's

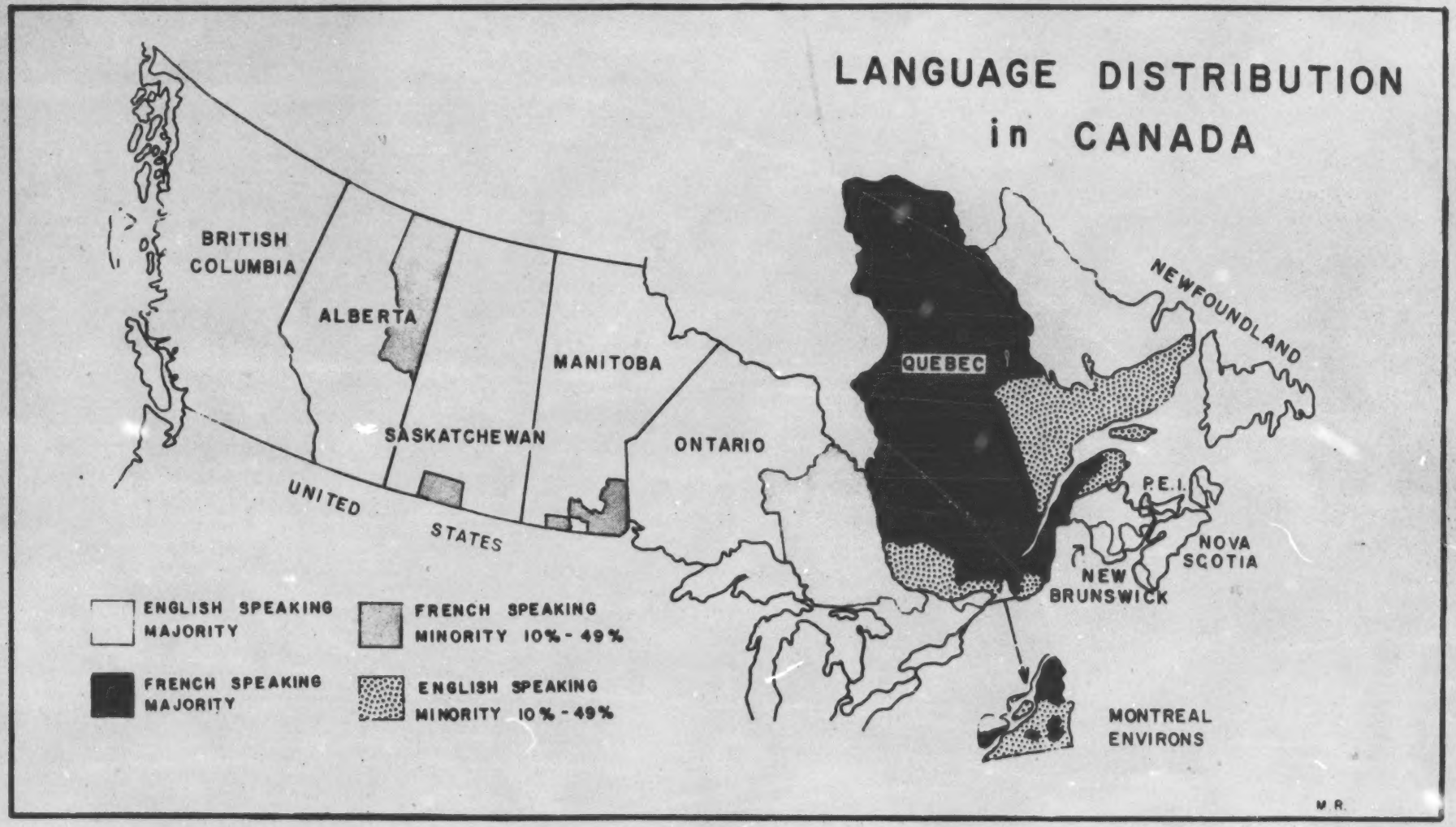

FIG. 2.3 LANGUAGE DISTRIBUTION IN CANADA

Canada: Today/D'Aujourd'hui, No. 3, March, 1972, p. 10.

[WHAT HAD TO BE DONE]

The Commission recommended that bilingual districts be established throughout Canada, and defined them as areas where the official-language minority is numerous enough to warrant linguistic recognition. These districts were designed to bring about linguistic co-operation in the services of existing governments. They further recommended that "any province whose official-language minority reaches or exceeds ten per cent declare that it recognizes French and English as official languages."

The Commission also recommended that the federal government make French language units a basic principle in all departments and crown corporations — units where French would be the basic language of work. Each department (for example, State, External Affairs, Post Office, Transport) would contain French language units, and in each department major internal services, such as personnel, administration, libraries, public information, legal services) would function in both languages. The French units must be built into the existing system and be essential to the working of the department — not simply make-work jobs. Within larger French language units, there would be smaller English units, where necessary.

Also:

— Employer-employee relations in the federal service and crown corporations should be in English or French, at the choice of the employee.

— Where appropriate, bilingual employees should be paid more than unilingual employees.

— Bilingual people should be rotated from one milieu to another.

— The federal government should recruit more qualified people from France and other French-speaking countries. Appointments to posts of deputy ministers, associate and assistant deputy ministers should be more balanced, although without quotas or ratios unless a more voluntary system fails.

— The practice of routinely translating all letters and documents into French should cease, and original drafting of documents in French should be encouraged — this to avoid wasting the time of translators.

— A public service language authority should be created — a language ombudsman.

These and many other recommendations were made in 1967 and 1968, as the six volumes were published. In July, 1969, after lengthy debate, Parliament passed the Official Languages Act, incorporating many of the Commission's legislatable suggestions, including that for a linguistic ombudsman.

In late 1971, French language units began going into operation in the federal government.

FIG. 2.4 BILINGUAL DISTRICTS IN CANADA

Canada: Today/D'Aujourd'hui, No. 3, March, 1972, p. 10.

BEST COPY AVAILABLE

Belgians try to find coalition to close language rift

By Geoffrey Godsell
Overseas news editor of
The Christian Science Monitor

If the new Belgian coalition Cabinet put together by Prime Minister Leo Tindemans can survive the latest threat, it could lead to a final resolution of the language dispute which has wracked that country with increasing intensity since the end of World War II.

(The threat came from the French-language faction of Mr. Tindemans' own Social Christian Party which complained that it did not have enough representatives in the new government team.)

Over the past two decades and more, Dutch-speaking Belgians (inhabiting the northern half of the country) have sought to redress the disadvantages which they feel they have suffered vis-à-vis French-speaking Belgians ever since the establishment of an independent Belgium in 1830. They now outnumber French-speakers. They have wanted Dutch recognized as the only language of their part of the country and a say in running all-Belgium commensurate with their share of the population.

Back in the 1960s, a language boundary was drawn across the country. Dutch was to be the language north of it, French the language south of it. This was generally accepted – but there was one snag, the situation of Brussels, the national capital.

French culture having dominated Belgium for so long after independence, Brussels was mainly a French-speaking city. But it was north of the language boundary, a French-speaking island in a Dutch-speaking sea. The French-speakers insisted on keeping French a recognized and official language in Brussels – a city, like many other modern capitals, gradually expanding its suburban spread. The Dutch-speakers had no objection to having French a language in Brussels but fought tooth and nail to prevent the language boundaries of the city from spreading out into Dutch-speaking territory like a widening oil slick.

The hard-liners on each side had made Brussels the main issue. On the Dutch-speaking side was the Volksunie, on the French-speaking side the Democratic Front of French-speakers (FDF). In the general election, both lost seats on either side of the language boundary – suggesting that the boundary had gone a long way to calm passions. But in Brussels, the FDF did increase its parliamentary opposition.

Mr. Tindemans now has put together a coalition which includes both the Volksunie and the FDF (alongside his own Social Christian Party and the Socialists). The fact that these two hard-line splinter parties have come together under his premiership indicates that the compromise which Mr. Tindemans has devised for Brussels is at least acquiesced in by both language groups.

(Indeed, the coalition as a whole is very much a coalition of the two language blocs. The Social Christians, the biggest party in Parliament, have their stronghold in Dutch-speaking Belgium. The base of the Socialists, second biggest party in Parliament, is French-speaking Belgium.

(The four-party coalition controls 172 of the 212 seats in Parliament. The Liberals, third biggest party in the chamber, are the main opposition party. On the opposition benches also will be the Communists and the French-speaking Rassemblement Wallon, which served in Mr. Tindeman's pre-election coalition government.)

The Prime Minister's overall formula for final resolution of the language dispute involves recognition of three separate regions in Belgium: Dutch-speaking, French-speaking, and Brussels.

Mr. Tindemans has dealt with the Dutch-speakers' objection to Brussels spreading outward like a patch of oil into Dutch-speaking territory by agreeing on paper to a straitjacket around the capital preventing its linguistic expansion. French-speakers moving out into the capital's suburbs will nevertheless have their rights preserved by being given fictional addresses inside the straitjacket.

Critics of the compromise already are saying that Mr. Tindemans is burdening his country with too many institutions. There will be in one small country: four executives (the central government, and the governments of the Dutch-speaking, French-speaking and Brussels regions); and seven legislatures or assemblies (the two chambers of the national Parliament, the regional assemblies of the Dutch-speakers, the French-speakers and of Brussels, and the two assemblies of the Dutch-speakers and French-speakers as linguistic communities).

Yet the compromise is something essentially Belgian in that Belgians as a whole, often after political trauma and upheaval, have usually found formulas to resolve divisive issues and so preserve national unity. They did it over the painful question of the monarchy and the future of ex-King Leopold III after World War II. They did it some years later over the sensitive question of education. Presumably Mr. Tindemans is hopeful that now he has found a way to keep the country together on language – and that his government will be able to devote its entire energies to Belgium's pressing economic problems.

FIG. 2.5 BILINGUALISM IN BELGIUM

Christian Science Monitor, June 3, 1977.

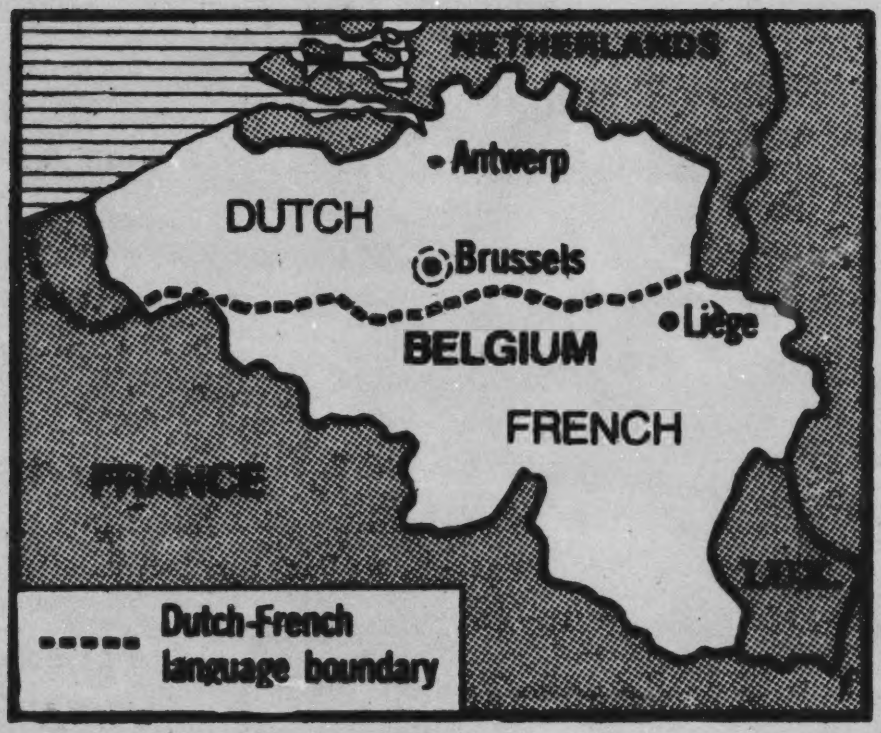

FIG. 2.6 LANGUAGE MAP OF BELGIUM

Christian Science Monitor, June 3, 1977.

1. "English and French, we climb by a double flight of stairs toward the destinies reserved for us on this continent, without knowing each other, without meeting each other, and without even seeing each other except on the landing of politics."--French-Canadian politician, mid-19th century.

2. "The English and French languages are the official languages in Canada" and they "possess and enjoy equality of status and equal rights and privileges as to the use in all the institutions of the Parliament and Government of Canada."--Official Languages Act, 1969.

3. "I found two nations warring within the bosom of a single state: I found a struggle, not of principles, but of races."--Lord Durham, 1838.

4. "A solid Quebec will vote to rule all Canada. Only a solid Ontario can defeat them."--election poster used in the federal election of 1917.

5. "It is self-evident that because of its cultural heritage and the particularly difficult position of the French language in North America, Quebec must maintain direct relations with the other French-language countries of the world. For Quebec this is vital . . ."--Daniel Johnson, 1967.

6. "The French in America had all the qualities required to become a great people. Even today they represent the triumph of Europe's pioneering spirit in the New World. But, overcome by numbers, they were destined to succumb. When he abandoned the colony, Louis XV crowned an ignominious reign with yet greater ignominy . . ."--Alexis de Tocqueville, 1831-1832.

7. " . . . At first, upon visiting Quebec City, I was overcome by a rush of French pride, which was soon replaced by an inconsolable grief; both emotions came from the depths of history . . ."--Charles de Gaulle, 1967.

8. "In my opinion, the important question--the question everyone interested in Quebec and Canada should be asking--is not whether Quebec will become independent, nor indeed when exactly it will happen, but rather how, in due time, Quebecers can be expected to take full charge of their own political affairs."--Premier René Lévesque, 1977.

FIG. 2.7 QUOTATIONS DEALING WITH BILINGUALISM AND BICULTURALISM IN CANADA

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'Not a fight to the finish'

Rene will stay if vote is lost

Rene Levesque says he will not step down as premier of Quebec if his government loses the referendum on separation from the rest of Canada.

In a taped CBC interview to be telecast today the premier said that he does not consider the separation issue to be a fight to the finish.

A partial text of the interview, conducted in Montreal, was released yesterday.

Levesque added that his Parti Quebecois government is firmly committed to a policy of independence with self-government and to holding a referendum.

He denied a suggestion by interviewer Patrick Watson that some party critics have said the Parti Quebecois played down the separation issue in November's Quebec election campaign to get more support.

Levesque said he never hid his true colors. It was not necessary to mention separation in his election platform because his party's view on the subject was known.

He said he wanted to make Quebec as French as Ontario is English and added that separation is the only way for the province to achieve "job equality, cultural security, regional balance and stop outside manipulation."

In the Quebec National Assembly yesterday, Levesque predicted that an independent Quebec will obtain an economic association with Canada, despite recent statements to the contrary by politicians in the rest of the country.

He was replying to a question from opposition Liberal leader Gerard Levesque, who asked for comment on a statement Thursday by the premiers of British Columbia, Alberta, Saskatchewan and Manitoba.

They said they would cooperate with the Parti Quebecois "on matters of a strictly governmental or administrative nature, while at the same time making clear the opposition to the PQ's separatist aims."

The premier said "no matter how dogmatic" current political statements are, "it is written in the geography, in our mutual interest, that there will be an association, no matter what the form."

QUEBEC'S POWER CORP. WILL STAY TO FIGHT PQ

MONTREAL (CP) — Paul Desmarais, chairman and chief executive officer of Power Corp. of Canada Ltd., said yesterday he intends to stay in Quebec and fight the Parti Quebecois government's proposed language legislation and its plan to separate.

Businessmen should stay in the province and "fight for their cause with vigor and determination," Desmarais said at his company's annual shareholders meeting.

"Just as it is wrong for the provincial government to act as though separation is inevitable, so it is wrong for citizens and companies in Quebec to act on the basis of the same assumption and leave the province."

FIG. 2.8 NEWS ITEMS ON THE ISSUE OF QUEBEC INDEPENDENCE

Toronto Star, May 7, 1977.

Sell Quebec on a new Canada

Only Quebeckers will vote on the referendum to choose between staying in Canada or separating. But Canadians everywhere can do a lot to help Quebeckers make up their minds — and defeat separatism.

The key point is we've probably got less than two years left to defeat separatism, so the rest of the country has to get organized now to work out its strategy.

Certainly there's lots of evidence Canadians want to sit down to decide what kind of signals to send to Quebec before the referendum. The latest example comes from Brandon, Man., where the four western premiers have called for major changes in confederation to make it work better for Canadians.

And pro-federalists in Quebec have made it clear they need signals from the rest of the country so they can show Quebeckers there's a third alternative. They want to be able to say to Quebeckers it's not just a choice between separatism or the status quo — Canadians everywhere want to reform confederation so we can do a better job of solving our economic problems and letting each part of the country, including Quebec, strengthen its cultural identity.

The problem is that the Trudeau government seems more intent on exploiting the situation for political purposes and governing by public relations than in dealing with the substance of the issue. It's not good enough for Prime Minister Trudeau to go to Saskatchewan to whip up emotions against Rene Levesque as "the enemy" or to try to outflank the Levesque government by running to Paris hard on the heels of the latest Quebec minister to go there.

Canada's strategy to deal with the referendum should be based on four points:

— First, Canadians outside Quebec should make it clear that an independent Quebec in an economic association with the rest of the country doesn't exist as a choice at all.

Levesque knows Quebeckers are worried about the economic costs of separatism and he has tried to reassure them by promising such an economic association. Ontario Premier William Davis and the four western premiers have all made it clear that if separation comes, Quebeckers will be on their own.

— Second, Canadians in the rest of the country should let Quebeckers know that they too want a revised confederation and they should spell out the ideas they have to make Canada function better.

The problem here is to find the means to bring together a consensus on pro-federalist Canadian views about the future of Canada. One way would be for Trudeau to appoint a committee of widely respected and non-partisan Canadians who could hold hearings in all parts of the country and commission research.

This committee could present a report to Parliament on future directions and choices for Canada — dealing with ways to improve the setting of economic policy, how to increase the effectiveness of Parliament and the possibilities for decentralization for all the provinces or special status for Quebec.

— Third, Ottawa should be working hard now to make federalism itself work better. And what better way than by coming up with economic policies to deal with unemployment.

Federalism brings benefits to Quebec and the other provinces, and Ottawa should be working doubly hard to demonstrate those benefits. Creating jobs is one way to do it.

— Fourth, the English-speaking provinces should show they understand the basic aspirations in Levesque's language bill and demonstrate their own intentions to facilitate the use of French where it's wanted. This puts particular pressure on Ontario and New Brunswick to show that the school system, courts and provincial government can all accommodate the needs of their French-speaking minorities. It may even be important for Ontario to declare French an official language.

There can be no mistake about the fact that Canada's future is up for grabs. But the real danger is that Canada could be lost by default unless the rest of the country finds a way to tell Quebeckers there are good reasons for them to stay in Canada.

FIG. 2.9 EDITORIAL ON THE ISSUE OF QUEBEC INDEPENDENCE

Toronto Star, May 7, 1977.

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LETTERS TO THE EDITOR

Parti Quebecois committing treason?

This may be a simplistic solution, but it seems to me that the Parti Quebecois are committing the high crime of treason because they are plotting to destroy this country.

Should they not be brought to a court of law and sent to jail if guilty?

Toronto

No economic union with Quebec

Quebec Finance Minister Jacques Parizeau's confident assumption that Canada will agree to a cosy, economic union with a separate Quebec indicates a complete ignorance of English Canada's emotional character.

He proposes to tear Canada apart. But if Canada is torn apart, let it be complete. We want no economic union, which will be a continued excuse for francophones to complain about inequality and injustice and demand further favored treatment.

If francophones in a separate Quebec are unhappy, let the separatists take the blame, just as they will claim the credit if the francophones are happy.

Regardless of what big business decides, Canadian consumers can leave Quebec products lying on the shelves.

Toronto

ANGLOPHONES SHOULD BE ASHAMED, SHE CONTENDS

Regarding the article "French Canadians in Toronto, report new nastiness," we Anglophones should be ashamed.

Please, let's polish up our manners before it's too late to matter.

Toronto

Strings attached to Quebec's departure

We do not need Quebec and the quicker we tell Rene Levesque and his crowd this the better.

For a decade Canada's internal affairs have been in a turmoil, largely due to attempts to appease Quebec's insatiable demands.

Should a majority in Quebec want out, then so be it!

There must, of course, be certain strings attached to Quebec's peaceful departure. Canada cannot be physically cut in two by a potentially hostile foreign power. We must, therefore, retain absolute control over a land corridor containing rail and road connections between Ontario and New Brunswick.

Ungava was never a part of New France and was only made part of the Province of Quebec in 1912. An independent Quebec would not include Ungava.

Canada cannot relinquish control of the St. Lawrence Seaway as it forms one of our vital links.

Finally, the Quebec portion of the existing national capital region must remain in Canada. Our government has not rebuilt Hull just to hand it over to a foreign power.

These must be our terms if Canada is to survive in a viable form.

The PQ must be made to understand that this is the price of setting up their own principality. They can either accept or bear the responsibility for civil war with all its horrors.

They should consider themselves fortunate. Most countries offer traitors either the hangman's noose or the firing squad.

We offer them an opportunity to depart in peace.

Ottawa

FIG. 2.10 LETTERS TO THE EDITOR ON THE ISSUE OF QUEBEC INDEPENDENCE, 1977

BEST COPY AVAILABLE

Quebec language bill 'very natural, very normal,' Montrealer contends

The PQ wants her to be able to serve her customers, the francophone customers, in their language.

For the purposes of possibly making people in the capital of Ontario understand what is happening in Quebec, I will compare Ontario to Quebec.

An anglo-saxon resident of Toronto, residing in the Ossington-Dundas district expects the corner grocer who is of Italian origin to be able to serve him in English. The customer would be very upset if that store owner could only speak Italian and French. He would be even more upset if this was the only store within walking distance from his home. I would even venture to say that the customer would probably be furious. I really could not blame that person.

In Montreal, it happens only too often that francophones must use the language of the minority to be served in grocery stores, and other retail outlets. That situation would not be tolerated in a civilized city such as Toronto.

Only recently, I got into a taxicab at Dorval airport and requested the driver to bring me to my home, gave him the address in French. The driver did not understand one single word of French, yet there are approximately 1.75 million francophones living in and around Montreal.

What does Bill 1 do to Quebec? Does it take away the rights of the anglophones — or does it not, rather, give certain language rights to the 80 per cent of the population whose language happens to be French?

It does indeed guarantee me that I can speak French anywhere in Quebec and that I will be served in that language, that I can work in the language, that I may be judged in that language. Is that seriously asking too much?

In Ontario, someone can be judged in French if both parties agree to plead in that language and if the judge is fluent in that language.

In Quebec, the two parties can agree to plead in English. They are already ensured that the judge can speak English. The decision rests solely on the two parties, not on the judge who will preside. This is clearly stated in Chapter III of Bill 1.

All laws in Quebec will be translated into English and in case of differences of interpretation of the law, the French text will have precedent over the English text.

In Ontario, provincial laws may be translated and interpretation of the law shall be based on the English text.

Take it from me, a former Franco-Manitoban, a former Franco-Ontarian and a Quebecker, it is no laughing matter when you have to legislate in favor of French rights in Quebec, a province where 80 per cent of the population speaks French.

Bill 1 gives me the right to live, work, communicate, pass in judgment in my language. That, as far as I'm concerned, is very natural, very moral.

In fact, it may almost make Quebec as French as Ontario is English.

Montreal, Que.

FIG. 2.11 LETTER TO A TORONTO NEWSPAPER FROM MONTREAL CONCERNING LANGUAGE POLICIES IN ONTARIO AND QUEBEC, 1977

Ottawa planning no action over Quebec's language bill

OTTAWA (CP) — Federal government intervention in Quebec's proposed language legislation could have damaging effects, Allan MacEachen, acting prime minister, said yesterday.

The federal government is not planning to have discussions with the Quebec government because it does not feel such intervention would be productive, MacEachen said in the House of Commons.

In fact, action by the federal government could have the reverse effect, he said in reply to Walter Baker, Progressive Conservative House Leader.

Baker had unsuccessfully sought assurances that the federal government would hold discussions with Quebec before the legislation — which would grant French language supremacy in the province — is passed.

He had also suggested the federal government appear before a Quebec National Assembly Committee studying the bill.

But MacEachen replied: "No such action has been decided upon."

Camille Laurin, Quebec cultural development minister and author of the controversial bill, has said that convincing arguments could persuade the government to change provisions in the bill during the clause-by-clause committee study.

Baker asked if the federal government planned to ban any expansion of its presence in the province. MacEachen said no such ban is contemplated.

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Clear the air on language

The Quebec government has wisely decided to stop its idle speculation about constitutional language requirements in Quebec public agencies and seek a court ruling on the matter instead.

The government cannot expect the Supreme Court of Canada to take it by the hand and write a language policy for the province. But the government has raised serious questions and the courts are the proper place to get the answers.

The government wrote the sections of the French Language Charter restricting the use of English in the courts and the legislature. The courts, finally including the Supreme Court, were asked to decide whether those sections were legal under the British North America Act and found that they were not.

Now, the Quebec government is raising a further question. It wants to know whether the British North America Act requires other Quebec public bodies such as school boards, municipalities, professional corporations and universities to operate in two languages in the same way as the legislature.

Before their decision this week to take that question to court, Quebec ministers seemed to believe that the Supreme Court had already settled the matter in its decision on Bill 101 — that the court had imposed a mammoth linguistic upheaval on every corner of Quebec public administration. On a more careful reading of the judgment, they find that the decision's implications were not clear on that point.

An authoritative answer to the question would be helpful. While it remains open, someone, somewhere in Quebec might try to contest a school board decision he doesn't like or a municipal bylaw he disapproves of by arguing that it was not adopted in two languages. Since similar language law applies in Manitoba, similar difficulties might arise there. The sooner the Quebec government can get a ruling, the better.

But the courts can only determine what the law is. They cannot tell Quebec what policy it ought to adopt within the limits of the law. If it turns out that the constitution requires bilingual operation throughout Quebec public administration, then agencies must, of course, comply. Even if bilingualism is not required by the constitution, however, English Quebecers are still here and are still entitled to expect service in their own language.

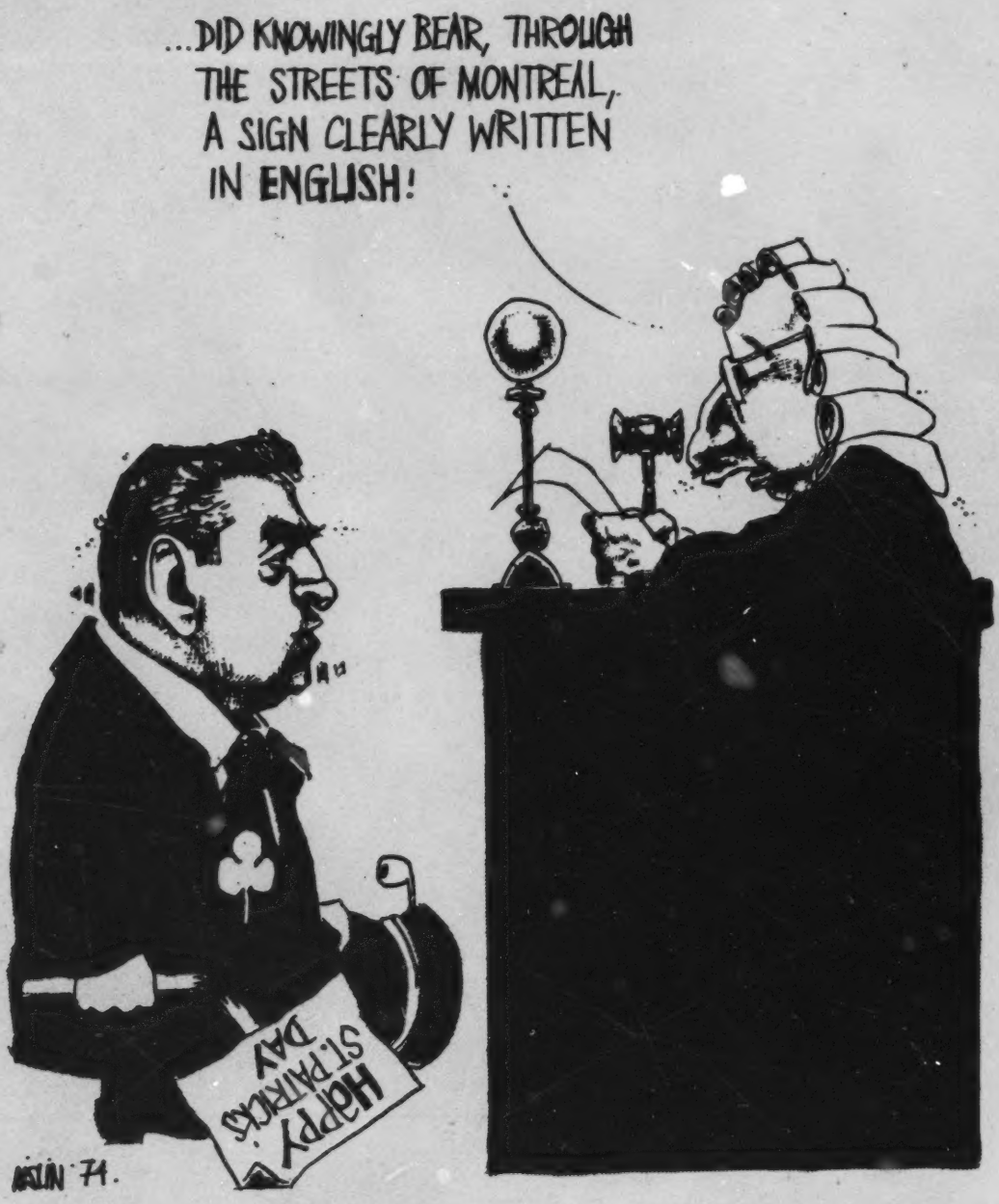
FIG. 2.12 NEWS ITEMS ON THE LANGUAGE ISSUE IN QUEBEC

Toronto Star, May 7, 1977. The Gazette, Montreal, February 16, 1980.

AFTER ALL, THE FRENCH ARE NOT THE ONLY FOREIGNERS IN THIS COUNTRY.
LES QUÉBÉCOIS NE SONT QUAND MÊME PAS LES SEULS ÉTRANGERS AU CANADA.

FIG. 2.13 ONE ENGLISH VIEW OF THE FRENCH FACT IN CANADA

Aislin: 150 Caricatures (Edmonton: Hurtig Publishers, 1975).



...POUR AVOIR, EN TOUTE CONNAISSANCE DE CAUSE, EXHIBÉ DANS LES RUES DE MONTRÉAL UNE AFFICHE PORTANT UNE INSCRIPTION EN LANGUE ANGLAISE

FIG. 2.14 THE LANGUAGE SITUATION IN QUEBEC

Aislin: 150 Caricatures
(Edmonton: Hurtig Publishers, 1975).

An Address by

Pierre Elliott Trudeau

Prime Minister of Canada

to the Joint Meeting of the House of Representatives and the Senate of the United States

22 February 1977

Canadians long ago determined to govern themselves by a parliamentary system which favours the flowering of basic aspirations — for freedom, for justice, for individual dignity. The rule of law, sovereigntv of parliament, a broad sharing of powers with the provinces, and official support of the pluralistic nature of Canadian society have combined to create in Canada a community where freedom thrives to an extent not exceeded anywhere else, a community where equality of opportunity between people and between regions is a constant goal.

The success of our efforts in the first century following Confederation was great but by no means complete. We created a society of individual liberty and of respect for human rights. We produced an economic standard of living which approaches your own. We have not yet, however, created the conditions in which French-speaking Canadians have felt they were fully equal or could fully develop the richness of the culture they had inherited. And therein is the source of our central problem today. That is why a small minority of the people of Quebec feel they should leave Canada and strike out in a country of their own. The newly elected government of that province asserts a policy that reflects that minority view despite the fact that during the election campaign it sought a mandate for good government, and not a mandate for the separation from Canada.

The accommodation of two vigorous language groups has been, in varying fashion, the policy of every Canadian government since Confederation. The reason is clear. Within Quebec, over eighty per cent of the population speak French as their first or

(CONTINUED ON NEXT PAGE)

FIG. 2.15 ADDRESS TO U.S. CONGRESS BY PRIME MINISTER TRUDEAU, FEBRUARY, 1977

(FIGURE 2.15, TRUDEAU ADDRESS, CONTINUED FROM PREVIOUS PAGE)

only language. In Canada as a whole, nearly one-fifth of the people speak no language but French. Thus from generation to generation there has been handed down the belief that a country could be built in freedom and equality with two languages and a multitude of cultures.

I am confident it can be done. I say to you with all the certainty I can command that Canada's unity will not be fractured. Revisions will take place; accommodations will be made. We shall succeed.

There will have to be changes in some of our attitudes; there will have to be a greater comprehension of one another across the barrier of language difference. Both English-speaking and French-speaking Canadians will have to become more aware of the richness that diversity brings and less irritated by the problems it presents. We may have to revise some aspects of our constitution so that the Canadian federation can be seen by six and a half million French-speaking Canadians to be the strongest bulwark against submersion by some two hundred twenty million English-speaking North Americans.

These very figures illustrate dramatically the sense of insecurity of French Canada. But separation would not alter the arithmetic; it would merely increase the exposure

Nor would the separation of Quebec contribute in any fashion to the confidence of the many cultural minorities of various origin who dwell throughout Canada. These communities have been encouraged for decades to retain their own identities and to preserve their own cultures. They have done so and flourished, nowhere more spectacularly than in the prairie provinces of Alberta, Saskatchewan and Manitoba. The sudden departure of Quebec would signify the tragic failure of our pluralist dream, the fracturing of our cultural mosaic, and would likely remove much of the determination of Canadians to protect their cultural minorities.

Problems of this magnitude cannot be wished away. They can be solved, however, by the institutions we have created for our own governance. Those institutions belong to all Canadians, to me as a Quebecer as much as to my fellow citizens from the other provinces. And because those institutions are democratically structured, because their members are freely elected, they are capable of reflecting changes and of responding to the popular will.

I am confident that we in Canada are well along in the course of devising a society as free of prejudice and fear, as full of understanding and generosity, as respectful of individuality and beauty, as receptive to change and innovation, as exists anywhere. Our nation is the very encounter of two of the most important cultures of western civilization, to which countless other strains are being added.

Most Canadians understand that the rupture of their country would be an aberrant departure from the norms they themselves have set, a crime against the history of mankind; for I am immodest enough to suggest that a failure of this always-varied, often-illustrious Canadian experiment would create shock waves of disbelief among those all over the world who are committed to the proposition that among man's noblest endeavours are those communities in which persons of diverse origins live, love, work and find mutual benefit.

SOURCE: Canadian Embassy, Public Affairs Division, "An Address by Pierre Elliott Trudeau, Prime Minister of Canada, to the Joint Meeting of the House of Representatives and the Senate of the United States." Canada (Feb. 22, 1977).

QUEBEC PREMIER RENÉ LÉVESQUE ON THE FRENCH EXPERIENCE IN QUEBEC

Two hundred years ago Quebec in a smaller way, much smaller, but just as truly, was as ready as you were to develop and to mature normally. And then something happened along the way, and it came out of a conflict among old enemies in Europe, France and England--and the result was that Quebec was conquered, which means we were taken over, lock, stock, and barrel, which was par for the course at the time, and had to sort of take a leave of absence from the mainstream of continental development. We had to retreat into a sort of a shell--survival--which means just hanging on for dear life.

You were forging ahead and westward and becoming this great Republic and in our corner, because of that break in our history, we had to retreat into that shell.

You know, it could have happened because of the continuous pressure of the melting pot atmosphere, which was continental. It could have happened if we would have faded away, you know, like the old soldier. My name is Lévesque. It translates easily into "bishop" and everyone could have gone that way and we could have melted into the pot and that would be it.There would be no story.

I don't know why, because there is a mysterious thing happening in history that you can't probe, really. Why my great, great grandfather, who neither wrote nor read mostly, decided to hang on to identity--I don't know. Nobody knows, but they decided to hang on and then they multiplied because we had the highest birthrate in the white world, I think, and they multiplied like crazy. And over 200 years we went up to 5 million, just in Quebec. And in Quebec, in that retreat of ours, we kept alive--not as a museum piece. When you see a French Quebec, it doesn't mean like what I saw, (sic) with some faint hopes of a new stirring but what I saw as a sort of folklore survival recently...in Acadiana as they call the old parishes of the Acadian people in Louisiana...when you say French in Quebec, it means you get up in the morning in French, you go to bed single or otherwise in French at night, and in between you live in French--5 million people with the deepest roots on the continent as far as the European transplants that we all are concerned...with the deepest roots and the shared history of ups and downs and a common outlook. And a link, which is an incredibly strong link which is a common language you use--the other 39 or other 40 North Americans.

In brief, this means that after 200 years, in spite of survival and hanging on, there grew up there a well knit, compact, small but solid--very stable national entity. Now, this developed slowly from the recognition of its simple right to exist, to maintain its identity, to a modest share in self government, and eventually to a provincial administration as we call our states, but always in a minority position.

And all along feeling, and the reality was there, the feeling was justified, of being greatly manipulated from outside. And then, again, in the same mysterious way it happens everywhere when a fundamental change is to start after 200 years, the dam broke.

(CONTINUED ON NEXT PAGE)

FIG. 2.16 EXCERPTS FROM ADDRESS BY QUEBEC PREMIER RENÉ LÉVESQUE TO THE NATIONAL PRESS CLUB, WASHINGTON, D.C., JANUARY 26, 1979.

(FIG. 2.16, THE FRENCH EXPERIENCE IN QUEBEC, CONTINUED FROM PREVIOUS PAGE)

Mostly, I guess, on account of what happened during World War II and immediately afterwards.

You know, women were literally propelled into war plants from a rural world which used to be called "priest-ridden and cheap labor" Quebec--all of a sudden there came this great explosive worldwide conflict and we were a part of it, and so for the first time families were disrupted and, in a sense, propelled into the twentieth century, willy-nilly. Women in war plants, guys going overseas for war service, and then immediately afterwards television, which in a small society like ours is more like a town meeting of the air than anywhere else in the world, I guess...and travel, easier than ever, and galloping urbanization...all those factors that are familiar practically everywhere, but which had a sort of revolutionary effect on the (inaudible) society.

It broke up the old mold, and all of a sudden we emerged, looking at the world and looking at ourselves and saying, "My God, we've got a lot of catching up to do!"

QUEBEC PREMIER RENÉ LÉVESQUE ON INDEPENDENCE FOR QUEBEC

(In November, 1976), a new government assumed power in Québec. This government was born of a young political party which had gained strength during the two previous elections, with political sovereignty for Québec as its prime objective.

...we believe we are a nation. With all the essential requirements: a clearly defined territory, our own history, a common language and culture, a collective will to live together and maintain a national identity.

Now, almost exactly two hundred years after its neighbour to the south, Québec too is making up its mind about how to set in motion the process leading to independence.

In 1775, the delegates to the Continental Congress in Philadelphia were greatly reluctant to break with Great Britain. There were those who prophesied all kinds of economic disasters...But independence was so obviously indicated by geography, by history and the dynamic nature of the people, and by obsolete institutions, that it became a fact...

Some fifteen years before the American Revolution, the French colony of Québec was conquered by British troops. That conquest deprived our society of a great many of its elite, who went back to France, and it turned over our political and economic life to foreign leadership. The small "Québécois" community immediately became a very delicate plant, tenuously rooted in an alien and not always hospitable environment. Every effort had to be made to ensure its protection and even its survival. So the Québec people instinctively retreated into their shells. And then it would take some twelve generations to bring us to the threshold of national maturity. Of all the European groups who settled in America in the Seventeenth Century--French, Spanish, Portuguese and British--only the French have not yet attained full political autonomy.

But now, at long last, Québec is a fully developed society. It has over six million people, 82% of whom are French by descent, language and cultural heritage. Montreal, our metropolis, is the second largest French city in the world. Our gross national product would make us twenty-third among the nations of the world, and eleventh on a per capita basis. And as for our territory, its store of resources is even more ample than its quite sufficient size.

Independence for Québec, therefore, now appears as normal, I might say almost as inevitable, as it was for the American states of two hundred years ago. Along with deep and durable historical roots, this political emancipation can now count on the support of sociological change, one of the most significant aspects being the fact that our youth is already heavily committed to it. It would be senseless, like King Canute trying to stop the tide, to waste efforts in order to delay the final outcome of something as natural and irreversible as growth itself.

FIG. 2.17 EXCERPTS FROM ADDRESS BY QUEBEC PREMIER RENÉ LÉVESQUE TO THE ECONOMIC CLUB OF NEW YORK, JANUARY 25, 1977

PUZZLE

DIRECTIONS: Unscramble the letters to form a word that fits the description at the right. Place the correct letters on the spaces provided.

1)	T-R-L-N-A-O-E-M _ _ _ _ _ _ _ _	Where Cartier stopped his advance up the St. Lawrence
2)	E-E-S-I-C-U-B-O-Q _ _ _ _ _ _ _ _ _	French Canadian Nationalists
3)	H-L-C-C-A-O-I-T _ _ _ _ _ _ _ _	Main Church of New France
4)	E-E-A-B-V-R _ _ _ _ _ _	Main fur bearing animal of the fur trade
5)	H-T-A-N-A-T-I-B-S _ _ _ _ _ _ _ _ _	Small farmers of New France
6)	T-R-E-A-I-R-C _ _ _ _ _ _ _	Gave France its claim to Canada
7)	T-T-W-A-O-A _ _ _ _ _ _	Capital of Canada
8)	P-M-C-N-I-H-A-A-L _ _ _ _ _ _ _ _ _	Father of New France
9)	A-I-A-C-A-D _ _ _ _ _ _	French Colony in what is now Nova Scotia
10)	T-M-A-M-N-C-L-O _ _ _ _ _ _ _ _	French Army Commander who died in the Battle of Quebec
11)	L-L-O-D-S-I-F-R-I-U-E _ _ _ _ _ _ _ _ _ _ _	Young girls from Normandy brought to Canada as wives for the settlers
12)	L-A-U-O-I-N-Q-N-G _ _ _ _ _ _ _ _ _	Indian friends of French
13)	O-U-U-S-R-I-E-O-B-D-E-R-C _ _ _ _ _ _ _ _ _ _ _ _ _	Fur hunter and forest-dweller with both French and native ancestry
14)	A-S-D-S-N-O-R-I _ _ _ _ _ _ _ _	Helped bring about French and English rivalry over fur trade in James Bay
15)	Y-V-G-R-U-S-A-E-O _ _ _ _ _ _ _ _ _	Fur traders who went deep into Canadian wilderness

FIG. 2.18 SCRAMBLED WORD PUZZLE ON NEW FRANCE

MODULE III

THE CULTURAL MOSAIC

TEACHING STRATEGIES

CASE STUDY: Ethnic Groups

1. Introductory Strategy. See if any of the members of the class have ancestors who came from Canada. Do they know of people whose ancestors came from Canada? From which of the ethnic groups in Canada did these ancestors come?

   Note on strategies 2, 3, and 4. On the following pages you will find data dealing with the changing patterns of ethnic populations and settlement patterns in Canada. Have students examine the data. It is not necessary that each student examine all the data. Rather, make individual, or group, assignments based upon ability and interest.

2. Native peoples. Have students examine Figure 3.1. When do social scientists believe that Indians and the Inuit (Eskimos) entered North America? What does this tell us about the origins of the native people of Canada?

   - What happened to the size of the Indian and Inuit populations as contact with other groups increased? Why?

3. Settlement of Canada. Have students view Figures 3.2 through 3.4 (also Figure 1.9 in the first module). About 89% of all Canada is sparsely settled. Why?

   - What happened in 1886 to change the settlement pattern?

   - Settlement patterns have not changed greatly since the 1920's. What area has shown growth? Why? Essentially, where have "new Canadians" settled?

4. Give students copies of Figures 3.5 through 3.9. Ask them to prepare a statement, "Changes in Canadian Population, 1500-1971," using only the data presented in these charts.

   Have a class committee review the statements to identify the major points made. Have the composite list of points reproduced on a wall poster or an overhead transparency for class analysis.

   In class discussion, consider the following:

   - Do the charts examined offer comparable data?

   - Does the composite statement include all of the changes in Canadian population, 1500-1971?

   - What possible explanations can be offered for the fact that the United States appeared as a place of "ethnic origins" in 1851-52

but not as an "ethnic group" in 1951, 1961, 1971?

- What kinds of source materials are needed to learn why these various peoples came to Canada?

- What kinds of source materials would reveal the effects of the great waves of immigration upon Canadian life and culture?

5. Have students examine Figures 3.10 through 3.12. They will find pictures, cartoons, and posters related to the Canadian government's policy for the settling of the "last great frontier". Form small groups to investigate the evidence and analyze the following questions.

   - What was the West like before the arrival of the new immigrants? What happened to the indigenous peoples?

   - To what groups of Europeans did the Canadian government appeal? In what groups, if any, was the government particularly interested?

   - What was the major thrust of the government's advertising campaign? How successful was this campaign?

   - How honest was this campaign? To what extent were immigrants deceived?

   - To what extent did these "new immigrants" become farmers? Why? Why not?

   A class discussion should follow to allow students the opportunity to express their findings to a larger group and to exchange insights.

   Most of the posters, cartoons, etc. were taken from Jean Bruce's The Last Best West (Toronto: Fitzhenry & Whiteside, 1976). For teachers who wish to develop a lesson dealing with the quality of life for these new immigrants, material is available in Bruce's book.

6. Stamps from Canada can be used to help students learn about outstanding Canadian women and men. Select stamps honoring distinguished Canadians and attach them to cards. Questions on the cards might include:

   - What can you learn about this person by studying the stamp?

   - What else can you find out about this person from other sources?

   - Based on your research, why do you think this person was selected to be honored in this way?

     - The Teaching Resources section of this Guide lists a sound-filmstrip on the postage stamps of Canada.

CASE STUDY: Women in Canadian Society

7. In Figure 3.13 you will find a series of quotations about women and Canadian society. Read these statements to the class without comment. Then ask the class for reactions.

   - Who might have made these statements?
   - When do you think each statement was made?
   - How accurate do these statements seem? Why?
   - Why do you think these statements were made? Were they meant to be taken literally?
   - What do these statements say about the role of women in Canadian society at that specific time?
   - To what extent were you surprised by the nature of these statements? Why? Why not?

   Next give each student a copy of the quotations with citations included.

   - How accurate were your analyses?
   - In statements where obvious sexual stereotyping was expressed, do you think these stereotypes are still held today? Why? To what extent?

8. Canadian women helped to settle Canada's frontiers; two such women were Catherine Traill and Susanna Moodie, the Strickland sisters. These two women were not only pioneers but famous authors and in the case of Catherine Traill, a famous naturalist as well. Her last book, Pearls and Pebbles, was published when she was 92. (She lived to be 98.) In her book, The Backwoods of Canada, Mrs. Traill describes the life of a woman pioneer. Have students read the enclosed excerpt from this book (Figure 3.14) and consider the following questions:

   - What advice does Mrs. Traill give to the pioneer woman?
   - After reading her discussion, how would you describe the life of a woman pioneer?
   - How would the life described by Mrs. Traill compare with the life she must have led in Victorian England?
   - Although Mrs. Traill frowned upon women who could not adjust to the pioneer life, what special problems faced women on the frontier? Would you have been able to adjust?
   - To what extent did 19th century women have a choice in whether or not they would be pioneers?
   - What role did the "pioneer spirit" play in advancing the rights of women? Why?

9. McClelland and Stewart Limited has published two books by the Strickland sisters: Roughing It in the Bush, by Susanna Moodie; and Lady of the Backwoods, by Catherine Traill. Although women have achieved legal and institutional equality with men, women have not as yet obtained social and economic equality. In Figures 3.15 - 3.16, you will find a chart and article excerpts dealing with the question: How equal are Canadian women today? Have students examine the data and then discuss the following questions.

   - What evidence is there that women face economic discrimination?
   - Which professions have tended to be "male professions"? "female professions"? Why?
   - To what extent have patterns of employment changed for women?
   - What evidence is there that marriage has stood in the way of women's equality? In what ways? Why?
   - In which areas is the status of women most in need of improvement?
   - In what ways has Canadian society reinforced the inferior status of women?
   - To what extent is the status of women in Canada similar to the status of women in the United States?

Note to the teacher. Some of your students may want to pursue this topic (Women in Canadian Society) further as a special project. Especially useful in such research is the official federal government report, The Royal Commission on the Status of Women (1976). Also the June, 1975, issue of Canada Today/D'Aujourd'hui contains numerous articles and biographies relevant to the study of women in Canadian society.

CASE STUDY: Rapid Social Change

10. The Inuit (Eskimos) of Canada's North are experiencing, today, a rapid transition from a traditional to a technological society. Students should consider the questions below as they read the Inuit statements in Figures 3.17 and 3.18.

   - In what ways has traditional Inuit life changed?
   - What role has technology played in these changes?
   - To what extent do the Inuit regard these changes as either good or bad?
   - Who are the "qallunaat"? What do the Inuit think of this group?
   - How effective is "qallunaat" education in preparing Inuit children for the life they will lead when they grow up?
   - To what extent do Inuit share the same social and economic opportunities as other Canadians?

11. As contacts between Inuit and white cultures increase, differences in value systems become more apparent. Students should read the excerpts from the Report of the Mackenzie Valley Pipeline Inquiry appearing in Figures 3.19 and 3.20. They should then identify basic differences in Inuit/white value systems.

    - How do Inuit and "qallunaat" concepts of land differ?
    - Why, in your opinion, do some whites think that the Inuit should simply accept assimilation?
    - Considering the statements appearing in Figures 3.17 through 3.20, what would you say are the aspects of white culture found most objectionable by the Inuit?
    - Why do the Inuit doubt white motives?

12. Social changes brought about by the rapid development of the whole northern region create serious social problems for every element in the population. These problems, however, are acutely felt by such groups as the Inuit who have experienced radical and pervasive change within a relatively short time span. One manifestation of these problems is the increased incidence of alcoholism. Have students read or examine Figures 3.21 through 3.23 and then discuss the following questions.

    - How does alcoholism affect Inuit life?
    - To what extent and in what ways is alcoholism related to rapid social change?
    - What role does the government play in the Northland's alcoholism problems?

TERMS: THE CULTURAL MOSAIC

The following terms from Module III are included in the Glossary, one of the last sections of this document:

Anglicize	Inuit
Anglophone	melting pot
brain drain	native people
charter group	refugee
cultural mosaic	South Asia
East Europeans	Third World
Francophone	under contract/indentured labor

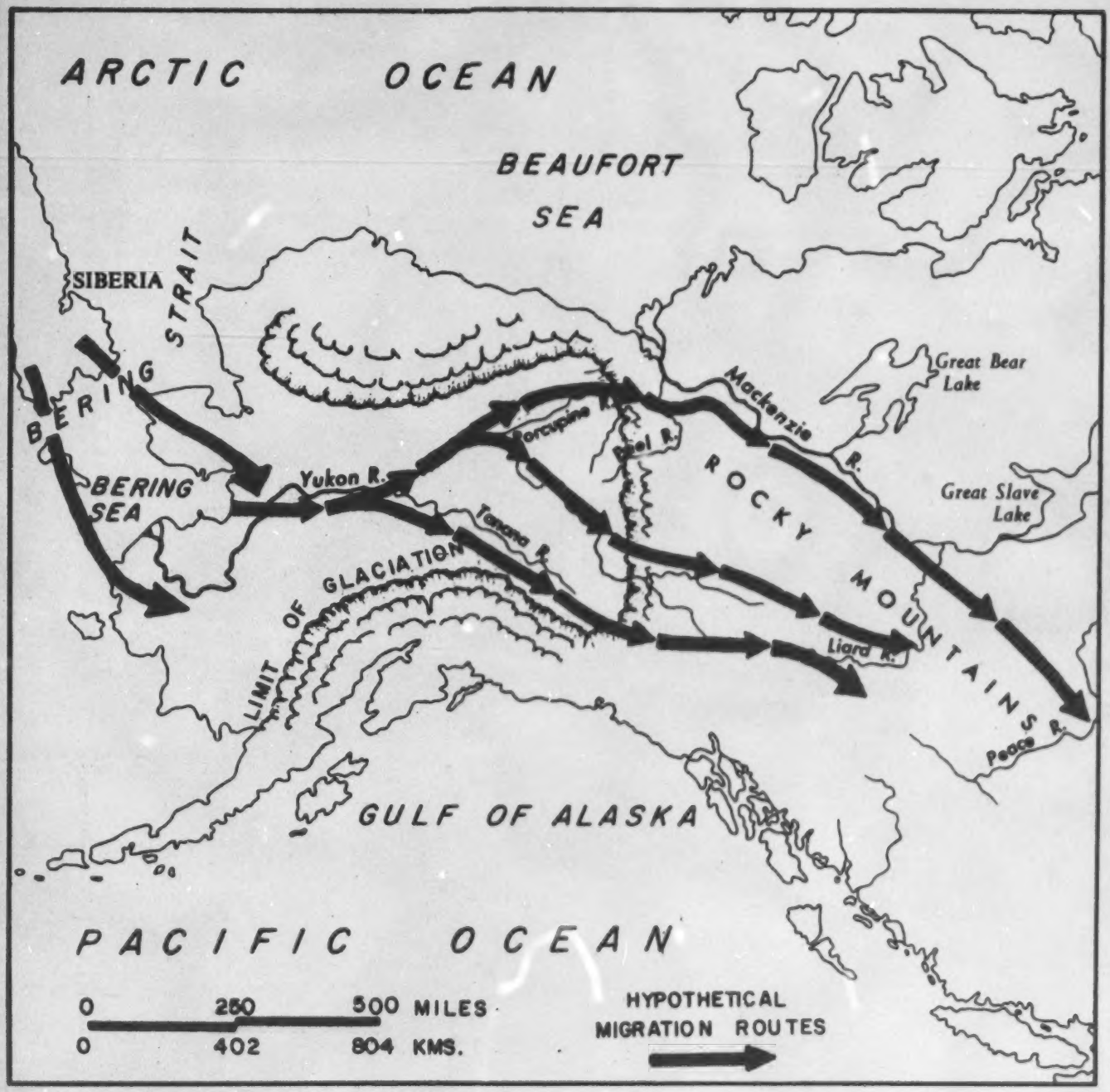


FIG. 3.1 INDIAN AND ESKIMO PREHISTORIC MIGRATION ROUTES TO NORTH AMERICA

D.G.G. Kerr, ed., A Historical Atlas of Canada (Don Mills, Ont.: Thomas Nelson and Sons, 1966), p. 2.

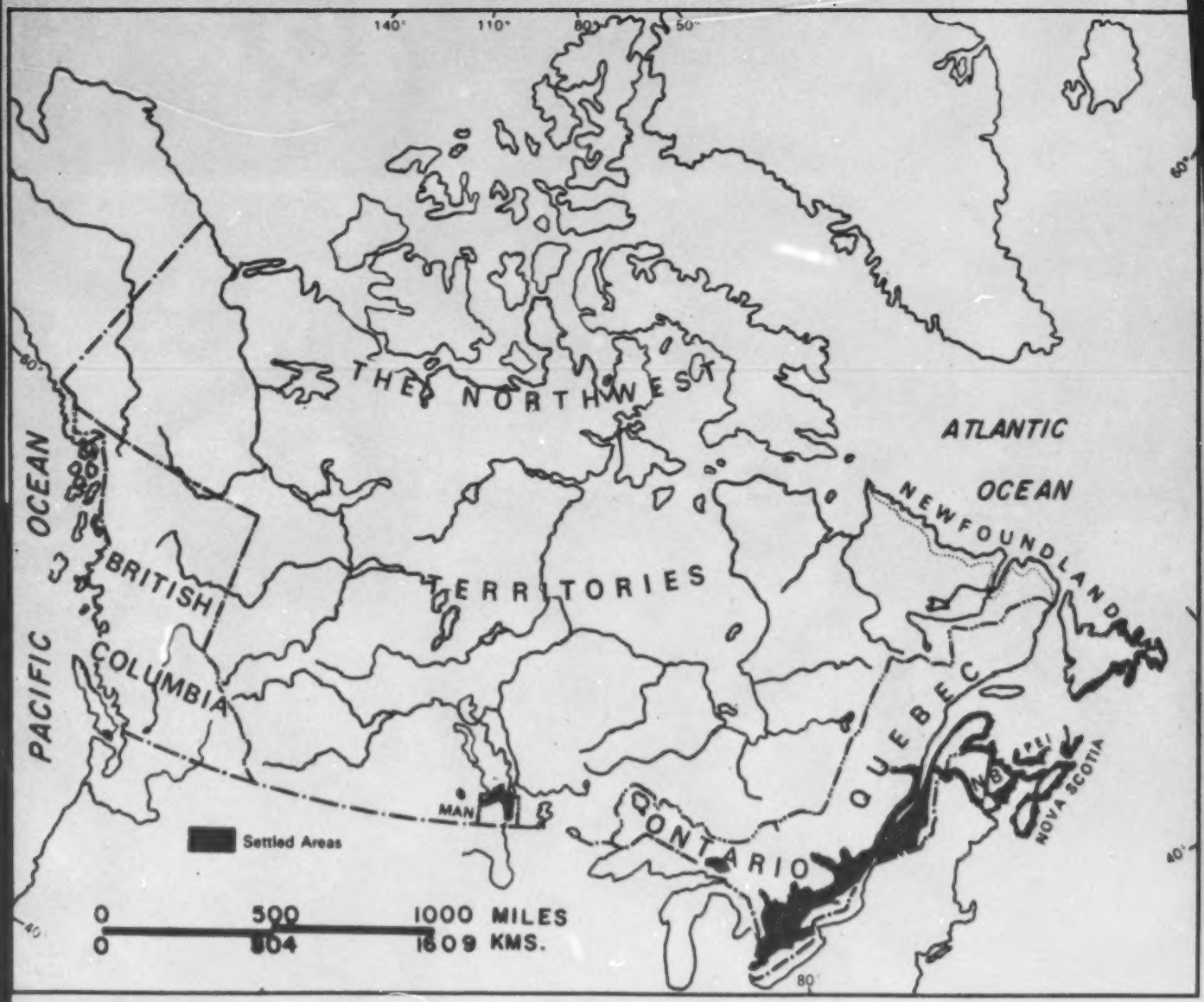
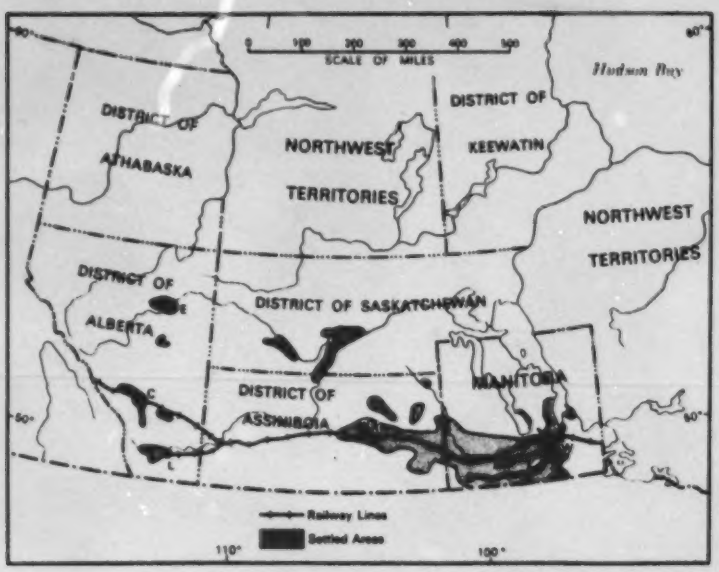


FIG. 3.2 DISTRIBUTION OF POPULATION IN CANADA IN 1871

Donald F. Putnam and Robert G. Putnam, Canada: A Regional Analysis (Don Mills, Ont.: J.M. Dent and Sons, 1970), p. 48.



AFTER WARKENTIN

FIG. 3.3 DISTRICT OF POPULATION ON THE PRAIRIES IN 1886

Putnam and Putnam, Canada, p. 51.

GENERALIZED FROM THE ATLAS OF CANADA

FIG. 3.4 DISTRICT OF POPULATION IN CANADA IN 1921

Putnam and Putnam, Canada, p. 54.

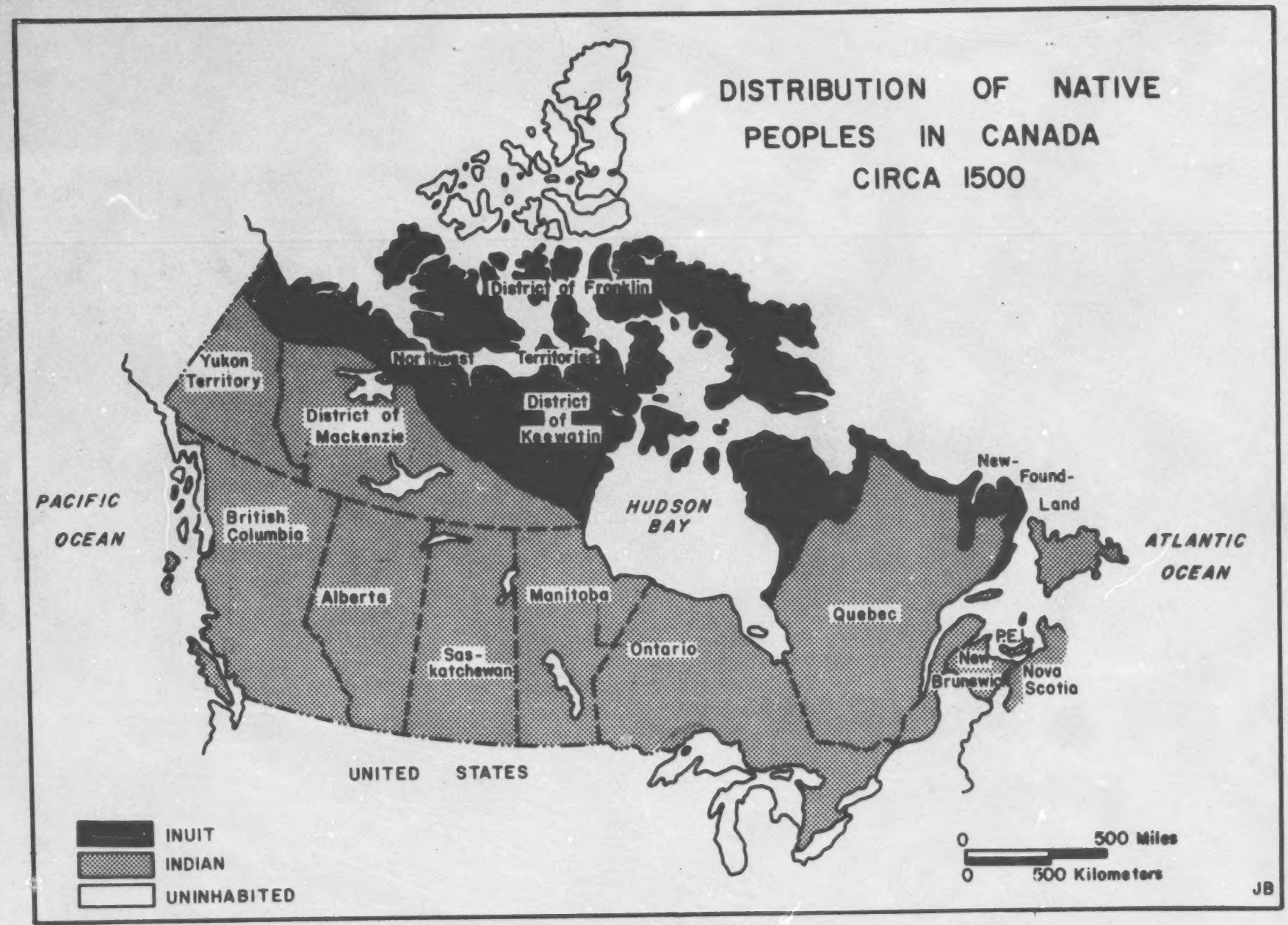


FIG. 3.5 DISTRIBUTION OF NATIVE PEOPLES IN CANADA CIRCA 1500

Center for the Study of Canada, SUNY Plattsburgh.

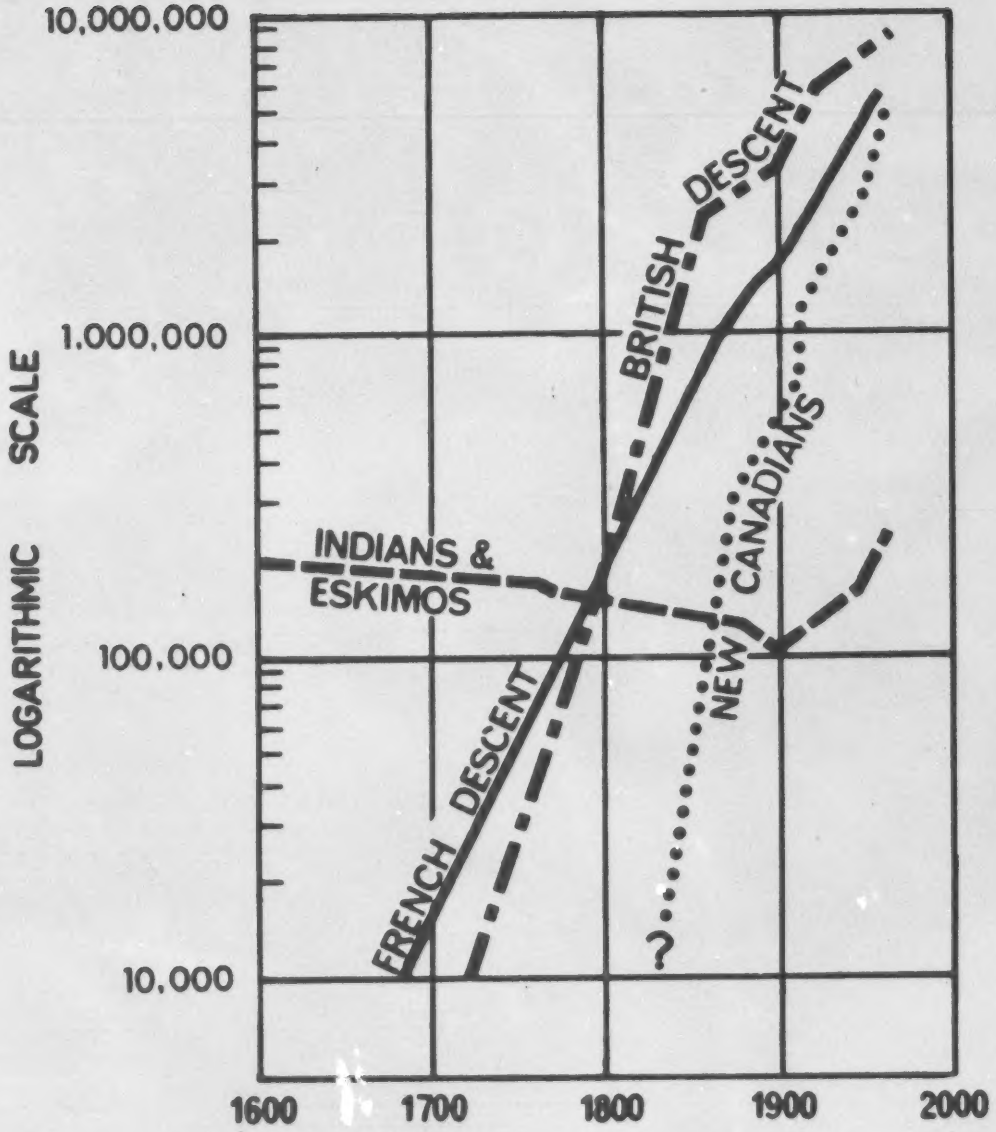


FIG. 3.6 DEMOGRAPHIC EVOLUTION OF ETHNIC GROUPS IN CANADA, 1600-1971

Louis-Edmond Hamelin, Canada: A Geographical Perspective (Toronto: Wiley, 1973), p. 104.

Date	Indians and Eskimos	French Descent	British Descent	New Canadians
1600	100.0			
1680	93.0	5.0	1.0	
1760	57.0	29.0	12.0	
1790	36.0	36.0	27.0	
1810	22.0	39.0	39.0	
1830	11.0	37.0	51.0	
1850	4.7	27.0	65.0	2.0
1871	3.0	26.0	63.0	7.0
1901	1.8	29.0	59.0	9.5
1921	1.3	27.0	56.0	14.0
1961	1.2	30.4	43.8	24.6
1971	1.5	28.7	44.6	25.2

Note. For the years before 1850, the proportions are estimates.

FIG. 3.7 PROPORTIONS (PERCENT) OF THE MAIN ETHNIC GROUPS IN THE CANADIAN POPULATION, 1600-1971

Hamelin, Canada, p. 115; and Canada Yearbook, 1975, p. 169.

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ORIGINS.	Lower Canada.	Upper Canada.	Total.
England and Wales	11230	82699	93929
Scotland	14565	75811	90376
Ireland	51499	176267	227766
Canada, French Origin	669528	26417	695945
Canada, not of French Origin	125580	526093	651673
United States	12482	43732	56214
Nova Scotia and Prince Edward Island	474	3785	4259
New Brunswick	480	2634	3114
Newfoundland	51	79	130
West Indies	47	345	392
East Indies	4	106	110
Germany and Holland	159	9957	10116
France and Belgium	359	1007	1366
Italy and Greece	28	15	43
Spain and Portugal	18	57	75
Sweden and Norway	12	29	41
Russia, Poland and Prussia	8	188	196
Switzerland	38	209	247
Austria and Hungary	2	11	13
Guernsey	118	24	142
Jersey and other British Islands	293	131	424
Other Places	830	1351	2181
Born at Sea	10	168	178
Birth place not known	2446	889	3335
Total Population	890261	292004	1842265

FIG. 3.8 ETHNIC ORIGINS OF THE POPULATION IN UPPER AND LOWER CANADA, 1851/52

Census of Canada, 1851/52, p. xx.

Ethnic group	1951		1961		1971	
	No.	*%*	*No.*	*%*	*No.*	*%*
British Isles	6,709,685	47.9	7,996,669	43.8		
English	3,630,344	25.9	4,195,175	23.0		
Irish	1,439,635	10.3	1,753,351	9.6	9,624,115	44.6
Scottish	1,547,470	11.0	1,902,302	10.4		
Welsh and other	92,236	0.7	145,841	0.8		
French	4,319,167	30.8	5,540,346	30.4	6,180,120	28.7
Other European	2,553,722	18.2	4,116,849	22.6	4,959,680	23.0
Austrian	32,231	0.2	106,535	0.6	42,120	0.2
Belgian	35,148	0.2	61,382	0.3	51,135	0.2
Czech and Slovak	63,959	0.5	73,061	0.4	81,870	0.4
Danish	42,671	0.3	85,473	0.5	75,725	0.4
Finnish	43,745	0.3	59,436	0.3	59,215	0.3
German	619,995	4.4	1,049,599	5.8	1,317,200	6.1
Greek	13,966	0.1	56,475	0.3	124,475	0.6
Hungarian	60,460	0.4	126,220	0.7	131,890	0.6
Icelandic	23,307	0.2	30,623	0.2	27,905	0.1
Italian	152,245	1.1	450,351	2.5	730,820	3.4
Jewish	181,670	1.3	173,344	1.0	296,945	1.4
Lithuanian	16,224	0.1	27,629	0.2	24,535	0.1
Netherlands	264,267	1.9	429,679	2.4	425,945	2.0
Norwegian	119,266	0.8	148,681	0.8	179,290	0.8
Polish	219,845	1.6	323,517	1.8	316,425	1.5
Portuguese	..	..	..	..	96,875	0.4
Romanian	23,601	0.2	43,805	0.2	27,375	0.1
Russian	91,279	0.7	119,168	0.7	64,475	0.3
Spanish	..	..	..	..	27,515	0.1
Swedish	97,780	0.7	121,757	0.6	101,870	0.5
Ukrainian	395,043	2.8	473,337	2.6	580,660	2.7
Yugoslavic	21,404	0.2	68,587	0.4	104,950	0.5
Other	35,616	0.2	88,190	0.5	70,460	0.3
Asiatic	72,827	0.5	121,753	0.7	285,540	1.3
Chinese	32,528	0.2	58,197	0.3	118,815	0.6
Japanese	21,663	0.2	29,157	0.2	37,260	0.2
Other	18,636	0.1	34,399	0.2	129,460	0.6
Other	354,028	2.5	462,630	2.5	518,850	2.4
Eskimo	9,733	0.1	11,835	0.1	17,550	0.1
Native Indian	155,874	1.1	208,286	1.1	295,215	1.4
Negro	18,020	0.1	32,127	0.2	34,445	0.2
West Indian	..	..	..	..	28,025	0.1
Other and not stated	170,401	1.2	210,382	1.2	143,620	0.7
Total	14,009,429	100.0	18,238,247	100.0	21,568,310	100.0

FIG. 3.9 CANADIAN POPULATION BY ETHNIC GROUP: 1951, 1961, 1971

Canada Yearbook, 1975, p. 169.

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4. Thousands of these advertisements were distributed illegally in continental Europe, where direct soliciting of would-be immigrants was generally forbidden. Small enough to go through the mails, these cards were sent out in plain envelopes by a secret organization of German steamship agents known as the North Atlantic Trading Company.

Agents in Britain and Europe were paid a bonus of $5 per head for farmers, farm labourers and domestic servants, and $2 per head for dependent children.

GO

In the Spring and take up a Free Farm of

160—ACRES—160

—IN—

WESTERN CANADA

Close to Schools, Churches, Railways and Markets.....

The Richest Land on Earth.

The best climate with the fullest enjoyment of health.

Men of 18 years and over get a Homestead of

160 Acres Free

Railways Spreading out in every Direction

18,000 Farmers from the Central and Western States took up Homesteads in Western Canada in 1900

The Farmers in Western Canada produced more than one-tenth as much Wheat as the whole of the United States in 1900.

Special Excursions will leave Detroit, Mich. in March, April and May, 1900.

Get in before the Rush, secure a Free Homestead and become independent.

For all information, Maps, Pamphlets, Delegates Reports and the low rates write to

M. V. MacINNES.

Can't Canadian Gov't Agent.

12. The Canadian government paid American railway booking agents a bonus of $3 for every male agricultural immigrant over 18, $2 for every female and $1 for each dependent child.

FIG. 3.10 ADVERTISEMENTS FOR LAND IN THE WEST

Jean Bruce, The Last Best West (Toronto: Fitzhenry and Whiteside, 1976), pp. 4, 5, 19.

The Land of the Sugar Maple Tree

Come away come away to Canada
Where the sugar maple grows so free:
Inhale the wholesome air of freedom
And sip nectar from the sugar maple tree.

Our fertile land of river, lake and prairie
Is the ideal place for you and me;
Where the birds are always sweetly singing
And our British law is Liberty.

We have spruce and pine in good and plenty:
Elm, ash and birch grow vigorously;
But the one nearest to our loving hearts
Is the beautiful sugar maple tree.

The singing birds of brightest plumes
Find homes in all their branches.
You too can have a bower built
Where each one has such chances.

Oh we are a mighty nation
And prolific with wheat kings.
We are filled with jubilation
That wealth and comfort brings.

—Anon.

The Last West: The Latest Gift of the Lady Bountiful,
Department of Agriculture pamphlet, 1906.

FIG. 3.11 A POEM ADVERTISING LAND IN WESTERN CANADA

Bruce, The Last Best West, p. 19.

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29. "It is frequently asked across the Atlantic and over the boundary line, 'why is it necessary, or why is it wise for the government of a country as good as immigration agents claim Canada to be, to go to the trouble and expense of inducing people to go there? If the country is so good why do they not keep it to themselves?'

The reason is not far to seek. People are needed in Canada to develop the country. Dr. Drummond, one of the Canadian poets, writing in the dialect of the habitant, puts the idea in two lines:

'What use de million acre, what use de belle rivière
And ting lak dat, if you don't have nobody living dere?'"

The Canadian West, 1906.

FIG. 3.12 THE ETHNIC MAKE-UP OF CANADA'S IMMIGRANTS AROUND 1900

Bruce, The Last Best West, p. 35.

WOMEN

1. "I don't want a hyena in petticoats talking politics to me. I want a sweet gentle creature to bring me my slippers." (Sir R. P. Roblin, Premier of Manitoba, 1900-1915).

2. "In certain subjects terms have to be employed which certainly could not be used before women without great embarrassment. Of course if they want to endow a separate college, I have not the smallest objection. They may be useful in some departments in medicine, but in difficult work, in surgery for instance, they would not have the nerve. And can you think of a patient in a critical case, waiting for half an hour while the medical lady fixes her bonnet or adjusts her bustle." (Extract from a letter written by a member of the McGill University faculty in 1890).

3. "The misery of being under observation . . . , is what I remember most vividly . . . I was a curiosity and stared at whenever I could be seen in the House, the corridors or the dining room. Eating was the worst, it may be they thought I would eat peas with my knife or cool my tea in my saucer . . . I was observed closely, so closely that I lost twelve pounds in the first month I was a member." (Agnes Macphail, first woman member of the Canadian House of Commons).

4. "The word 'persons' includes members of the male and female sex." (The British Privy Council, on hearing appeal from the Supreme Court of Canada, 1929).

5. "Politics unsettles men, and unsettled men means unsettled bills, broken furniture, broken homes and divorce. Men's place is on the farm." (Nellie McClung having some fun at the expense of Premier Roblin, see no. 1, above).

6. "I've applied for promotion four times. Each time I've been turned down without a reason being given, and in each case a young man got the job." (CBC woman employee for a 1970's survey on status of women with CBC).

7. "Nature has assigned to us all our duties in life. To the man has been given the task of supporting the women, of sustaining the home, of fighting the battles and of governing the family, the clan or the nation. To women has been committed the charge of the home and the duty of exercising a moderating influence over all its occupants. The Suffragettes . . . are at war with nature. They want the women to be too much like men." (Toronto Mail & Empire, editorial, 1909).

FIG. 3.13 MISCELLANEOUS QUOTATIONS ON THE STATUS OF WOMEN

STATEMENTS BY CATHERINE TRAILL

"What are necessary qualifications of a settler's wife; and the usual occupations of the female part of a settler's family?" are your next questions.

To the first clause, I reply, a settler's wife should be active, industrious, ingenious, cheerful, not above putting her hand to whatever is necessary to be done in her household, nor too proud to profit by the advice and experience of older portions of the community, from whom she may learn many excellent lessons of practical wisdom.

Like that pattern of all good housewives described by the prudent mother of King Lemuel, it should be said of the emigrant's wife, "She layeth her hands to the spindle, and her hands hold the distaff." "She seeketh wool, and flax and worketh willingly with her hands." "She looketh well to the ways of her household, and eateth not the bread of idleness."

Nothing argues a greater degree of good sense and good feeling than a cheerful conformity to circumstances, adverse though they be compared with a former lot; surely none that felt as they ought to feel, would ever despise a woman, however delicately brought up, for doing her duty in the state of life unto which it may please God to call her. Since I came to this country, I have seen the accomplished daughters and wives of men holding no inconsiderable rank as officers, both naval and military, milking their own cows, making their own butter, and performing tasks of household work that few of our farmers' wives would now condescend to take part in. Instead of despising these useful arts, an emigrant's family rather pride themselves on their skill in these matters. The less silly pride and the more practical knowledge the female emigrant brings out with her, so much greater is the chance for domestic happiness and prosperity.

I am sorry to observe, that in many cases the women that come hither give way to melancholy, regrets, and destroy the harmony of their fire-side, and deaden the energies of their husbands and brothers by constant and useless repining. Having once made up their minds to follow their husbands or friends to this country, it would be wiser and better to conform with a good grace, and do their part to make the burden of emigration more bearable.

(CONTINUED ON NEXT PAGE)

FIG. 3.14 STATEMENTS ABOUT CANADIAN WOMEN ON THE WESTERN FRONTIER

(FIGURE 3.14, STATEMENTS ABOUT CANADIAN WOMEN, CONTINUED)

One poor woman that was lamenting the miseries of this country was obliged to acknowledge that her prospects were far better than they ever had or could have been at home. What, then, was the cause of her continual regrets and discontent? I could hardly forbear smiling, when she replied, "She could not go to shop on a Saturday night to lay out her husband's earnings, and have a little chat with her naibors, while the chopman was serving the customers,-for why? There were no shops in the bush, and she was just dead-alive. If Mrs. Such-a-one (with whom, by the way, she was always quarrelling when they lived under the same roof) was near her she might not feel quite so lonesome." And so for the sake of a dish of gossip, while lolling her elbows on the counter of a village-shop, this foolish woman would have forgone the advantages, real solid advantages, of having land and cattle, and poultry and food, and firing and clothing and all for a few years' hard work, which, her husband wisely observed, must have been exerted at home, with no other end in view but an old age of poverty or a refuge from starvation in a parish workhouse.

The female of middling or better class, in her turn, pines society of the circle of friends she has quitted, probably forever. She sighs for those little domestic comforts, that display of the refinements and elegancies of life, that she has been accustomed to see around her. She has little time now for those pursuits, that were even her business as well as amusement. The accomplishments she has not to acquire are of a different order: she must become skilled in the arts of sugar-boiling, candle and soap making and baking of huge loaves, cooked in the bake-kettle, unless she be the fortunate mistress of a stone or clay oven. She must know how to manufacture hop-rising or salt-rising for leavening her bread; salting meat and fish, knitting stockings and mittens and comforters, spinning yarn in the big wheel (the French Canadian Spinning Wheel), and dyeing the yarn when spun to have manufactured into cloth and coloured flannels, to clothe her husband and children,--for there are no tailors nor mantua makers in the bush.

SOURCE: Catherine Traill, The Backwoods of Canada (London: Nattall and Bond, 1883), pp. 181-184.

Income Differences by Sex

[NATIONALLY AND BY REGIONS]

1965	avg. income men	avg. income women	*difference*
Atlantic	$3 497	$1,397	*$2,100*
Québec	4,347	1,881	*2,466*
Ontario	5,094	1,952	*3,142*
Prairies	4,210	1,802	*2,408*
B. C.	4,749	2,019	*2,730*
Canada	**4,551**	**1,857**	**2,694**

1973	avg. income men	avg. income women	*difference*
Atlantic	6,306	2,936	*3,380*
Québec	7,755	3,682	*4,073*
Ontario	9,093	3,834	*5,259*
Prairies	7,778	3,197	*4,581*
B. C.	9,448	3,604	*5,844*
Canada	**8,310**	**3,591**	**4,719**

Source: *Canadian Forum*, April-May 1975, *Income Distributions by Size in Canada.*

FIG. 3.15 INCOME DIFFERENCES IN CANADA BY SEX, 1965 AND 1973

Canada: Today/D'Aujourd'hui, No. 6, June, 1975, p. 3.

Are Canadian Women Equal?

It is a difficult question. It suggests the joke in which the first chauvinist says: How's your wife? and the second says: Compared to what?

Canadian women, in the cold, clear eyes of the law, are now almost equal to Canadian men. They are probably — a difficult measurement — as free as women in the United States. But they are still encumbered. In practical terms there are very few women foresters or plumbers, very few engineers, very few members of the ordained clergy, very few surgeons and not many attorneys. Florence Bird, the head of the Royal Commission on the Status of Women, put it this way: They are "paid less (and) they are relegated to low-level jobs." It is a fact that most working women are in service or clerical jobs, and those doing the same work as men get less for doing it; the average man motor vehicle operator, for example, makes some 48 per cent more than the average woman operator.

There are other, less obvious forms of discrimination; many men (and some women) do not pay full, serious attention to the opinions of women — on politics, on economics, on religion, on art, on science, on culture and on peace and war. A woman who wishes to be accepted as a thinking, creative adult has often had to focus all her energies in that pursuit, forgoing marriage and children. Agnes Macphail, the first woman member of the House of Commons, once asked hundreds of "fine, alert and very capable women in business, the professions and the arts" why they had not married and found "their reasons were the same as mine; the *person* could not be subjected."

Marriage was indeed an impediment to achievement. In early Québec single women, most particularly those in religious orders, conceived and established permanent institutions of great value and efficiency. Mlle. Jeanne Mance (who took vows but never actually entered a convent) built the first hospital in Québec, Hôtel Dieu, and staffed it with nuns of the Hospitalières de Saint Joseph; these women were recognized to be as capable of administering affairs as men. (Québec nuns maintained the tradition; in the nineteenth century there were ten thousand in the Province who ran schools, hospitals and orphanages of a quality comparable with similar, man-run institutions anywhere in the world.)

Single women in Québec who were not nuns also had certain established rights. They could hold property, and for a short time, between 1809 and 1834, women property owners (who were necessarily single) could vote. The Civil Code of the Province of 1866 put no limitations whatever on the property rights of single women, but married women were chattels. Under the Custom of Paris, enacted in 1510 and introduced to New France in 1627, they were legally incompetent and absolutely excluded from holding public office. They (and their single sisters) were not given the full franchise until 1940.

In the rest of Canada, the situation was different, though it would be hard to say if it were better or worse. There was no group of women with the authority of the Québec nuns, but the married women outside Québec by and large achieved status, as professionals and as persons, sooner than the married women within. Ontario passed the Married Woman's Property Act in 1872. Queen's University in Kingston admitted women in 1869, and in 1879 King's College in Halifax granted a B.A. to Sarah Maude Doane. (She declined to attend the convocation "because of all those men.") In the early twentieth century the Prairies were the most fertile area for women's growth; Emily Murphy and four other celebrated Prairie women forced the Canadian Government to recognize Canadian women as "persons" in the eyes of the law.

What are the prospects today? Good but not certain, and in many areas disturbing. As Marc Lalonde, the Canadian Minister of Health and Welfare, put it: "Our society still has a long way to go in recognizing the equality of sexes in fact as in law. . . . Is it part of human nature or an inevitable consequence of biology that the average earnings of Canadian women participating full-time in the work force should be about half that of male workers? We can surely imagine a better society in which this gap would not be so great." In the last decade that gap has actually grown.

But the progress is real, if not rapid. When Ms. Bird's Royal Commission made its report five years ago, it made 122 recommendations for Federal Government action. Seventy-nine have been partially or fully implemented...

FIG. 3.I6 ARE CANADIAN WOMEN EQUAL?

Canada: Today/D'Aujourd'hui
No. 6, June, 1975, p. 1-2.

I started to hunt when I was sixteen. In summertime it was very enjoyable, but in the winter, when we were hungry, it was difficult and not pleasant at all. In those days, before we were with the qallunaat, the Inuit used to hunt to the best of their ability. There were periods of hunger when people died of starvation; my grandfather and my uncle died that way. Sometimes we had to eat the dogs that had already starved to death. On cold winter mornings, we had to put on frozen clothes when we awoke. That is how we used to be.

Today the Inuit are not like that. They no longer have to wake up to frozen clothing, nor do they ever starve. In those days even the dogs had to be fed but today there are hardly any dogs and, in Canada, no one is hungry any more. The qallunaat are helping the Inuit in this way and the Inuit now live in warm houses. But the older generation is not too happy about it, in spite of the good houses. The reason is food; they remember that they used to eat meat, and they know they are no longer free to hunt as they please. Today they are trying to follow the white man's way and as a result some are not happy.

Now the Inuit are controlled by the qallunaat and it seems that their control is increasing. The co-ops are trying to help: they sell (local) food, and that, I think, is a good thing. Game Management should help in this respect but sometimes they try to overpower the Inuit. The high cost of freight is a problem. But still the people are not free, and they must be made to understand, because the Inuit have to do what they believe is right.

The Inuit have to do what they believe is right because their way of thinking is not the same as the qallunaat. The real Inuit cannot live the same way as the qallunaat and the qallunaat cannot live as the Inuit do. It is not possible for a real qallunaat and a real Inuit to be identical.

Bob Barnabas

Life is changing everywhere, all the time. It has changed completely since my childhood and in the future it will not be at all the same as it is today. Some of the young people don't even know the language any more. Some of them no longer know how to write syllabics or, if they do, they write in English the words they don't know. The young people will never be white and yet they are forgetting how to speak their own language. Even the older people are changing. When I was young, if I were doing something wrong, the older people would tell me that I shouldn't be doing whatever it was, that it would bring unhappiness. They no longer do that, which shows that even they have changed since I was young.

Oorebecca Issuqanqituq

FIG. 3.17 STATEMENTS OF BOB BARNABAS AND OOREBECCA ISSUQANQITUQ

Susan Cowan, ed., We Don't Live in Snow Houses Now (Ottawa: Canadian Arctic Producers, Ltd., 1976), pp. 177 and 89, respectively.

MUCKPALOO

It was after we moved here (to Arctic Bay) that I saw an airplane for the first time. It landed on the ice. Seeing a plane for the first time was really something for me. I saw my first ship at that time too. When it arrived, the people used to come in to Arctic Bay to help unload its cargo of coal, tea, sugar, flour, tobacco, bullets and candy. While they were here there were big feasts on the ship, and when they started doing X-rays, they were done on the ship too.

The first time I had an X-ray, I was very frightened because I didn't know what they were going to do to me. When they took off my shirt, I had no idea what was going to happen. Then I learned that they were taking pictures of our lungs. That was a new experience too.

There were no other whites until the Ministry of Transport arrived. There still weren't many but it seemed like a lot at the time. My father started working for the M.O.T. when I was fourteen; I remember him going up to the lake by dog team to get ice for them. He was paid one hundred dollars a month which seemed like a lot of money. In the following year, I started working for them when my father was out hunting. I got fifteen dollars a month. I remember too, when the Hudson's Bay got their oil stove. It was amazing. I was shocked to see it burn.

TAQTU

When I was a child, they taught me how to hunt, how to survive, and how to support people. It was the only game: we had to have meat so it was something that we had to know. It's not the same now. Today it's more important to be able to work, carve, make money--that's what there is now. I shall teach my children the ways I know to earn a living which they will need to know. In those days they only hunted because they needed food. Today they work and carve because they need money . . .

The life we had there was all right. Later on the children had to go to school, which was all right too: they had to learn if they were not going to be staying out in camp. They had to take jobs, which was also all right. There really was no choice, and I accepted it gladly because our children had to learn. I wanted them to learn English so that they can have good jobs when they grow up. They still can learn how to hunt while they are going to school. I can teach them and take them out hunting almost anytime, and in the spring I can keep them out in camp when I go.

FIG. 3.18 STATEMENTS OF MUCKPALOO AND TAQTU, INUITS

Susan Cowan, ed., We Don't Live in Snow Houses Now (Ottawa: Canadian Arctic Producers, Ltd., 1976), pp. 57 and 97, respectively.

VINCE STEEN

A lot of people seem to wonder why the Eskimos don't take the white man's word at face value any more . . . Well, from my point of view, it goes way back, right back to when the Eskimos first saw the white man.

Most of them were whalers, and the whaler wasn't very nice to the Eskimo. He just took all the whales he could get and never mind the results. Who is paying for it now? The Eskimo. There is a quota on how many whales he can kill now.

Then next, following the whalers, the white traders and the white trappers took them for every cent they could get. You know the stories in every history book where they had a pile of fur as high as your gun. Those things were not fair. The natives lived with it--damn well had to--to get that gun, to make life easier for himself.

Then there was the white trapper. He came along and he showed the Eskimo how to use the traps, steel-jawed traps, leg-hold traps. They used them, well they're still using them today, but for the first 70 years when they were being used, there were no complaints down south about how cruel those traps are--as long as there was white trappers using them. Now for the last five years they are even thinking of cutting us off, but they haven't showed us a new way of how to catch these foxes for their wives though.

After them, after the white trappers and the fur traders, we have all the settlements, all the government people coming in and making settlements all over, and telling the people what to do, what is best for them. Live here. Live there. That place is no good for you. Right here is your school. So they did--they all moved into settlements, and for the 1950s and 1960s they damn near starved. Most of them were on rations because they were not going out into the country any more. Their kids had to go to school.

Then came the oil companies.

For the Eskimo to believe now that the white man is not going to do any damage out there . . . is just about impossible, because he hasn't proven himself. As far as I'm concerned he hasn't proven himself worthy of being believed any more . . .

FIG. 3.19 STATEMENT BY VINCE STEEN DURING PIPELINE INQUIRY

Mr. Justice Thomas R. Berger, Northern Frontier, Northern Homeland, The Report of the Mackenzie Valley Pipeline Inquiry: Volume One (Ottawa: Minister of Supply and Services Canada, 1977), pp. 169-70.

PIPELINE INQUIRY

The native peoples of the North have values that are in many respects quite different from our own. These values are related to the struggle for survival waged by their ancestors, and they persist in their struggle today to survive as distinct peoples.

There is a tendency for us to depreciate native culture. Many white northerners have argued that the native way of life is dying, that what we observe today is a pathetic and diminishing remnant of what existed in the past.

Many of us do not even see it as a culture at all, but only as a problem to be solved. But we must learn what values the native people still regard as vital today. Only then can we understand how they see their society developing in the future, and what they fear the impact of a pipeline and an energy corridor on that future will be.

THE NATIVE CONCEPT OF LAND

The native people of Canada, and indeed indigenous people throughout the world, have what they regard as a special relationship with their environment. Native people of the North have told the Inquiry that they regard themselves as inseparable from the land, the waters and the animals with which they share the world. They regard themselves as custodians of the land, which is for their use during their lifetime, and which they must pass on to their children and their children's children after them. In their languages, there are no words for wilderness.

FIG. 3.20 PIPELINE INQUIRY FINDINGS

Mr. Justice Berger, Northern Frontier, Northern Homeland, p. 93.

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IT'S YOUR MOVE ...
Grants are available to Community groups for programs in the area of prevention, education and treatment for peoples or communities with alcohol or drug problems.
The Alcohol and Drug Co-ordination Council is a long name to keep in mind, but it's worth remembering.
It's your move: contact your local Department of Social Development or the Alcohol and Drug Co-ordinating Council.
Government of the Northwest Territories
ALCOHOL & DRUG CO-ORDINATING COUNCIL

FIG. 3.21 GOVERNMENT ADVERTISEMENT FOR USE IN NORTHERN NEWSPAPERS

Mr. Justice Berger, Northern Frontier, Northern Homeland, p. 154.

ALCOHOL CONSUMPTION

The fact is, drinking has become an enormous problem throughout the Northwest Territories. When a traditional community becomes a drinking community, the whole atmosphere can change. Drunks can be seen staggering around the village, and people begin to lock their doors. People are apprehensive every time a plane lands: is it carrying liquor?

Let us look now at alcoholism in the Northwest Territories as a whole. In the year ending March 31, 1976, 877,000 gallons of alcohol were sold at a value of nearly $11 million. This volume represents 86,810 gallons of absolute (pure) alcohol: if that amount is divided by the population aged 15 and over, we see that the average consumption is roughly 3.4 gallons of absolute alcohol per person per year. With the exception of the Yukon, per capita consumption of alcohol in the Northwest Territories is higher than anywhere else in Canada. It is approximately one gallon of absolute alcohol over the national average.

Mr. Justice Berger

The common theme running through all these social problems is alcohol. This single drug, more than any other factor, has been, is, and will be at the root of most of the social problems in the Territories. Facilities for dealing with alcoholism are in their infancy. More time and money are needed if the programs are to be built up. This need can only increase in the future.

While treatment programs are necessary, they do not affect the basic problem causing alcoholism. Only the restoration of self-respect and a meaningful place in a society to which a person can relate, only basic dignity as a human being will reduce the problem of alcoholism.

Dr. Wheeler, Yellowknife Physician

FIG. 3.22 STATEMENTS BY MR. JUSTICE BERGER AND DR. WHEELER ON ALCOHOL CONSUMPTION IN THE TERRITORIES

Mr. Justice Berger, Northern Frontier, Northern Homeland, p. 155.

TAQTU ON ALCOHOL CONSUMPTION

I would also like to speak about alcohol. I see alcohol as a bad thing because I don't use it. If I drank I would probably defend it, but I don't, and I don't like it because I like people to live their lives in a natural way. When people drink, they start to fight and sometimes it ends in a killing. Those things do happen when people drink and nobody has been able to stop it, although they have tried. The government has stopped a lot of things that we used to do here; we have quotas now on bears and narwhals, things that we use. But there is no use for liquor: we can't earn our living from it, we don't get things done by using it, and it's not a food. It doesn't eliminate worries and it brings problems and troubles among the people themselves . . .

I feel the government is not helping us well. It puts quotas on animals and doesn't stop liquor. We have limits on the game which we can use for food, meat, money, everything. (There are no limits on) alcohol which brings trouble, problems, killing.

FIG. 3.23 IMARUITUQ TAQTU STATEMENT ON ALCOHOL CONSUMPTION

Susan Cowan, ed., We Don't Live in Snow Houses Now, p. 91.

MODULE IV

CANADIAN IDENTITY

TEACHING STRATEGIES

1. Even though Canada and the United States are both democracies, their politics and governmental structures differ. The readings designated as Figures 4.1 through 4.6 are about Canada's politics and government.

   The article in 4.1 traces the historical development of Canada's federal system and the relationship between the national and provincial governments.

   - How does the federal system in Canada differ from that in the United States?
   - What factors (geographic, economic, social, historical, or political) may be responsible for the unwillingness of various provinces to "give up" certain powers under a "new" constitution? Note: an article on specific proposals for a "new" constitution appears in the June, 1979, issue of Canada Today/D'Aujourd'hui.

   The article in 4.2 is a brief description of the structure of Canada's national government.

   - In what ways are the Prime Minister and cabinet members in Canada different from the President and cabinet in the United States? How are they chosen? What are their party affiliations? What are their day-to-day duties?
   - What advantages are there in having the chief executive be of the same party as the majority in the legislature?

   The flow chart, Figure 4.3, identifies the major components of Canada's central government. An encyclopedia or a book on Canadian government could be used to discover the functions and responsibilities of the various individuals and groups shown.

   The article in Figure 4.4 is a brief primer on Canada's four major political parties. This is a good starting point for further research which should include a study of the chart in the next figure.

   Figure 4.5 is a chart which allows students to compare the stands taken by Canada's three largest political parties on the major issues of the 1979 federal election campaign. The chart is valuable for helping to develop a better understanding of party philosophies.

   - Generally speaking, ideological differences among the major political parties in Canada are more clearly defined and identified than the differences between the Democratic and Republican parties

in the United States. What are some of the advantages to such a multiparty system? disadvantages? (possible lack of a majority in the legislature, little compromise in the creation of party platforms, chance of radical changes in government as new parties come to power, etc.)

In February, 1980, Canadians returned Pierre Trudeau and the Liberal Party to power replacing the short-lived minority government of Joe Clark and the Progressive Conservatives. Figure 4.6 is an examination of the election results and the make-up of the new Parliament. Have the students examine the charts and consider the following questions.

- How are the election results in Quebec unique?
- What factors may be responsible for such overwhelming Liberal strength in Quebec? (Trudeau as "favorite son," party platform, etc.)
- How many Liberals represent Canada's four western provinces? What factors may be responsible for the weakness of the Liberals and the strength of the Conservatives in the western provinces?
- In what ways do the election results reflect factors in Canadian society that make the achievement of "national unity" such a difficult problem?
- The minority government of Joe Clark, elected in May of 1979, lasted only a few months before falling to a vote of "no confidence." What events took place in Canada in 1979 to account for the calling of a new election?

2. The monarch of the United Kingdom is also the Head of State for Canada. The monarchy is thus a part of Canadian identity, so much so that the monarch's picture has long appeared on Canadian coins, paper money, and stamps. Have students look at Figure 4.7. They will find letters to the editor from an Ontario newspaper regarding the removal of Queen Elizabeth's picture from the twelve cent stamp.

   - In what ways might the removal of the Queen's picture and the substitution of buildings of Parliament be symbolic of changes in Canadian society and the way Canadians view themselves?
   - What does the Queen represent to different groups in Canada? To what extent does she represent the same thing to all Canadians?
   - According to the gentleman from Chateauguay, Quebec, what impact has the identification with the British monarchy or with Charles de Gaulle had on Canadian identity?

3. Have students examine the Aislin cartoon of Prince Charles (Figure 4.8).

   - What is the cartoonist saying about the relevance of the monarchy for some Canadians?

- How does the cartoonist convey his message?

- To what extent do the three pictured representatives of the crown and government show an understanding of Eskimo culture and the Arctic environment?

4. A major concern of many Canadians has been the impact of American media on Canadian identity and life styles. Have students, perhaps in small groups, examine Figures 4.9 through 4.13 and have them consider the questions that follow.

   - To what extent are the movies seen in Montreal the same as those seen in New York City? What country produces most of the movies seen in these two cities?

   - Do people living in New York City view television programs that come from stations in Canada? Do people living in Montreal view television programs that come from stations in the United States?

   - Consider the television programs offered in English by Canadian-based stations. Are the majority of these programs originally produced in the United States? Consider the television programs offered in French by Canadian-based stations. Are the majority of these French language programs originally produced in the United States? (Assistance from a French-language teacher may be needed here.)

   - Do people in Canada tend to read the same books as people in the United States? Are these books about Canadian culture or culture in the United States?

   - The evidence just examined indicates that Canadians read American books and see American movies and television programs. Why aren't Canadians seeing an equal number of Canadian works?

   - How would the impact of United States media differ for French speaking Canadians and English speaking Canadians?

   - Why do Canadian performers frequently go to the United States, United Kingdom, or France in search of commercial success or in search of recognition?

   - What strain might this "talent drain" have on the Canadian performing arts?

   - Why has the French Canadian performer achieved more success at home than his or her English speaking counterpart?

   - Why do you think United States television, movies, magazines, etc., are so successful in Canada?

   - A recent Canadian government regulation requires that a certain portion of television and radio programing be of Canadian content. Why do you think the government wrote such a regulation? What

implications does the regulation have for Canadian identity? the Canadian performing artist? the Canadian media?

- What might be the impact on Canadians of receiving the nightly news from the United States?

5. There are many similarities between citizens of Canada and those of the United States. Have students list ways in which Canadians and people from the United States seem similar. Next, have students list ways in which these two groups seem dissimilar. Now have students make a list of single words or phrases that they believe identify (1) Canadians and (2) people from the United States.

   - What similarities and differences do students perceive?
   - What are stereotypes? To what extent are such stereotypes valid?
   - Examine the lists of student perceptions and discuss the possible origins of these perceptions.

Note to the teacher. You may want to pursue this idea further with the following optional activities. They are included with the suggestion that each is probably appropriate for use only with advanced students.

Optional Activity 1. Although Canadians and residents of the United States hold many principles and values in common, it is in the realm of values where differences between the two nations are often most obvious and profound.

The lists below are sets of values one Canadian historian attributed to Canadians and to people from the United States. Have students examine these sets and decide which applies to Canada and which to the United States.

A	B
stability	egalitarianism
continuity	social mobility
order	efficiency

- What was the basis for attributing one set of terms to Canada and the other to the United States?
- To what extent would each set necessarily be valid for individual Canadians or residents of the United States?
- Is Canada necessarily a stable country because it values stability?
- Are all people in the United States equal because they value egalitarianism?

Optional Activity 2. Have students examine the excerpts from Pierre Elliott Trudeau's address to the nation, July 1, 1973 (Figure 4.14). Consider the following questions.

- What evidence is there to support Trudeau's view that the Canadian system "does not impose...slogans or images of what Canadians are supposed to believe in"? To what extent would that view apply to the United States?

- How would this segment of Pierre Trudeau's speech be accepted in Quebec? in western Canada? in the Canadian north?

- Is Trudeau's view an accurate description of Canadian society today? If Trudeau sees the maintenance of such a value system as a goal, do you think it is a realistic one? a desirable one?

6. Have students compare the prices of various goods and services in the United States and Canada (e.g., health care, transportation, automobiles, television sets, stereo equipment, foods). What factors may be responsible for the differences in cost? Consider the effect of the currency exchange rate, size of the market for goods and services, government regulations and ownership, free enterprise, natural resources, and special trade agreements with other countries.

7. Simulate a debate in Parliament concerning the question: should controls be established on the amount of time Canadian stations can air programs from the United States? The concern would be the erosion of Canadian cultural identity when Canadians spend a great portion of their time viewing television programs depicting a different culture.

8. Role playing. Place: New York State. Time: 1780. Some in the class should play the role of revolutionaries and some the role of loyalists. Have at least one loyalist living on a plot of land surrounded by revolutionaries. Arrange seats in the class to fit the land ownership pattern. Have each actor express his concerns to at least one other role player. Sometimes it should be a friend, sometimes a foe. The isolated loyalist may decide to leave for Canada. Class members who are part of the audience may judge the credibility of the statements considering the setting for the skit.

9. Have students read the article by Professor Friedenberg regarding American influence on Canada (Figure 4.15).

   - In Professor Friedenberg's view, what are some of the differences between ways of life in Canada and in the United States?

   - What negative aspects of life in the United States are identified by Professor Friedenberg when he compares life in Canada with that in the United States? How accurate is his view?

   - What positive aspects of life in the United States are identified by Professor Friedenberg in his comparison? How accurate is his view?

   - What factors does Professor Friedenberg identify as being responsible for the impact of the United States?

   - Why does Professor Friedenberg close his article confident that Canadian culture is not threatened by cultural annexation?

TERMS: CANADIAN IDENTITY

The following terms from Module IV are included in the Glossary, one of the last sections of this document:

brain drain	indigenous people
egalitarianism	stereotype
"going to the country"	talent drain

The Balancing of Power

Canada's founding fathers wanted major decisions made by a strong central government and local matters taken care of by provincial ones.

The formula never quite jelled. Some provinces struck hard bargains before they agreed to join, and some renegotiated their terms after they entered. Some did both. Great Britain's Judicial Committee of the Privy Council altered the balance in the early years. Local matters, which seemed of small consequence in 1867, became of prime importance in the mid-twentieth century. The 112-year history of the federal-provincial government relationship has resembled an effort to balance a teeter-totter, which occasionally achieves equilibrium between ups and downs.

In the beginning English-speaking Upper Canada (Ontario) and French-speaking Lower Canada (Quebec), united in an uneasy union called Canada, persuaded Nova Scotia and New Brunswick to join them in a confederation. Newfoundland and Prince Edward Island stayed out.

By the British North America Act of 1867 the new federal government controlled the armed forces, the post office, coinage and banking, fisheries, trade, commerce, direct and indirect taxation, criminal law and all other powers not given specifically to the provinces. It could disallow provincial legislation. The provinces had authority over property and civil rights, municipal governments, education, the chartering of businesses, direct taxation within their own boundaries and "matters of a merely local or private nature." French and English were to be used in the federal and Quebec legislatures. Existing Catholic and Protestant school systems were to be maintained. The Judicial Committee of the Privy Council was the court of final appeal.

Immediately after confederation, Nova Scotia elected a government that asked Queen Victoria for permission to secede. She declined.

In 1869 Canada bought 1,400,000 square miles of territory from the Hudson's Bay Company for £300,000. French-speaking Métis at Red River, led by Louis Riel, rebelled against the new territorial government and demanded provincial status with protection for land rights and the French language. It was granted, and Manitoba became a province in 1870, though the federal government retained ownership of its natural resources.

British Columbia joined in 1871, after Canada agreed to build a railway to the West within ten years. When work on the railroad slowed down, British Columbia threatened to quit the Confederation, but was persuaded to be patient. When railway construction and settlement accelerated, the Métis in Saskatchewan, believing their land rights in danger, rebelled again. Canadian troops put it down and Louis Riel was executed.

In 1871 New Brunswick dropped sectarian public schools, an apparent violation of the BNA Act, but the Privy Council in London ruled in its favour. When Prince Edward Island joined in 1873, the federal government assumed its railway debts.

In the late 1880s, Nova Scotia, angered at the federal protective tariff, again considered secession, though not very seriously. Manitoba, unhappy with the Canadian Pacific Railway's freight rates, attempted to issue charters for rail lines south to the US, but the federal government dis-

(CONTINUED ON NEXT PAGE)

FIG. 4.1 THE BALANCING OF POWER

(FIG. 4.1, THE BALANCING OF POWER, CONTINUED FROM PREVIOUS PAGE)

allowed them. Quebec's premier, Honoré Mercier, and Ontario's premier, Oliver Mowat, protested the "over-mighty" rule of Ottawa, and a conference was called to reconsider confederation. British Columbia, Prince Edward Island and the federal government boycotted it, and no decisive action was taken.

Manitoba eliminated sectarian schools in 1890, and the Privy Council supported it. The federal cabinet issued an Order in Council reinstating the Catholic schools; but when the province refused to obey, it made no effort to enforce the order.

In 1905 two new provinces, Alberta and Saskatchewan, were born. The federal government retained ownership of their natural resources and tried to set up dual school systems. It backed off when the school plan met vigorous opposition.

In 1912 Ontario limited the use of French as the language of instruction to the first two grades; in 1914 it closed some publicly supported French-language Catholic schools that employed teachers without Ontario certificates. The federal cabinet did not attempt to change Ontario's decisions.

During World War I, the War Measures Act greatly expanded federal power, and the Parliament passed the first income tax and created emergency boards and commissions.

In 1930 the federal government gave Manitoba, Alberta and Saskatchewan ownership of their natural resources. The Great Depression focused attention on the fact that while the provinces were responsible for expanding social welfare programs, the federal government had most of the tax resources. In 1935 the federal government passed broad social-reform laws, but the Judicial Committee of the Privy Council declared most of them unconstitutional.

In the provinces, premiers Maurice Duplessis, of Quebec, and Mitchell Hepburn, of Ontario, were insisting on provincial rights and economic autonomy. Alberta, devastated by the Great Depression, attempted to issue its own scrip as legal tender and the federal government disallowed it.

As World War II began, the Rowell-Sirois Commission advised the federal government to collect more taxes and share the revenue with the provinces. A 1940 amendment to the British North America Act allowed Parliament to enact national unemployment insurance legislation.

In 1949 Newfoundland became the Confederation's tenth province; and the Supreme Court of Canada replaced the Judicial Committee of the Privy Council as the court of final appeal.

As the fifties began, a transfer of powers allowed Parliament to pass the Federal Old Age Security Act. Federal-provincial conferences became commonplace. In the 1960s, federal governments pursued this "cooperative federalism," and the federal and provincial ministers agreed on tax-sharing plans and measures to fund higher education and health insurance through federal grants and other programs in which each province could choose whether or not to participate.

In 1970 members of the Front de Libération du Québec kidnapped the British Trade Commissioner and the Quebec Minister of Labour and Immigration. The federal government invoked the War Measures Act and declared martial law.

In 1976 the Parti Québécois won a majority in Quebec's National Assembly. Lévesque promised a referendum on separation of the province from the Confederation.

In 1978 Prime Minister Trudeau proposed a new constitution and a realigning of powers.

SOURCE: Canada: Today/D'Aujourd'hui No. 4, June, 1979.

The Nature of Canada's Government

Canada, a federal union with a parliamentary system, has three government branches—the legislative, the executive and the judicial. The first has a House of Commons and a Senate. The House controls the passage of laws. Its members are elected to terms that may not exceed five years, and it must be called into session at least once every year. The Senate has less real power than the House. Senators are appointed by the prime minister and may serve until age 75.

The cabinet, also called the government, is the centre of executive power. It formulates government policy, sees that it is passed into law by Parliament and administers the federal government. In theory, the prime minister is the first among equals in the cabinet, but he alone chooses and dismisses cabinet ministers. All cabinet members must have Commons or Senate seats. Most have portfolios; some do not. Those with portfolios administer departments, such as Defence, External Affairs and Finance. The cabinet is responsible to the House of Commons and must resign if defeated there on a vote of confidence.

Most members of Parliament (MPs) represent ridings of 60,000 to 90,000 people. The largest geographically, Nunatsiaq in the Northwest Territories, which covers 862,559 square miles, has the fewest people, only 12,588. The smallest, Laurier in Montreal, covers two square miles. The most populated are Hamilton West with 96,476 people and Hamilton East with 96,473. Each MP is expected to vote with his party on all issues unless the leadership has announced a free vote—one on which the party has no position. (In 1976 Prime Minister Trudeau, Opposition Leader Joe Clark, NDP leader Ed Broadbent and a majority of the other members voted to abolish capital punishment on a free vote.)

This election, like all elections, was called by the Governor-General, the Queen's representative in Canada, on the advice of the prime minister. The life of a Parliament is five years. Elections are traditionally called every fourth year. Their timing is determined by the prime minister for tactical reasons unless the government is defeated in the House on a vote of confidence.

FIG. 4.2 THE NATURE OF CANADA'S GOVERNMENT

Canada: Today/D'Aujourd'hui, May, 1979.

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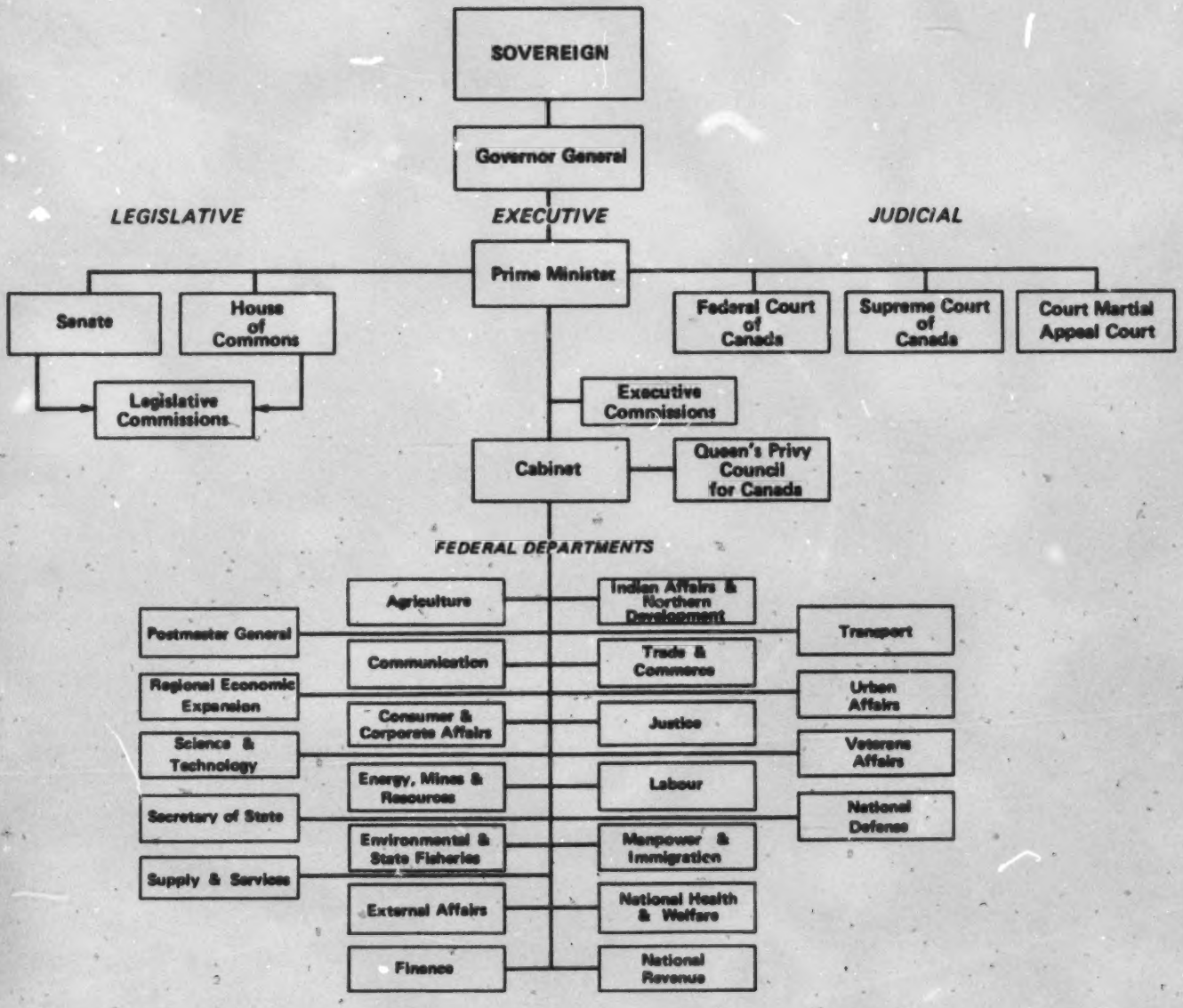

FIG. 4.3 ORGANIZATION OF THE GOVERNMENT OF CANADA

Department of Supply and Services, Ottawa

The Parties

The Liberal Party: The Liberal party is now in power. Newspaper editor G. V. Ferguson once characterized both it and its historic rival, the Progressive-Conservative party, as "great nation-wide, easy going omnibus vehicles whose occupants often have difficulty in recognizing their fellow passengers." Alexander Mackenzie became the first Liberal prime minister in 1873; William Lyon Mackenzie King, who held office for 22 years between 1921 and 1948, was the most persistent. The Liberals have held power with only one 6-year interruption for the last 44 years.

The Progressive-Conservatives: To Americans, for whom Henry Wallace was the essential Progressive and Herbert Hoover the basic conservative, the name of the Progressive-Conservative party seems a contradiction; but the words are less rigidly defined in Canada. In 1867 John A. Macdonald, a Conservative, became Canada's first prime minister; Georges Etienne Cartier was his Quebec lieutenant. The party did well in the nineteenth and early twentieth centuries, but it had the misfortune of being in office when the Great Depression descended on Canada in the 1930s. Progressive became part of the party name in 1942. The P-Cs last presided over Canada's destiny from 1957 to 1963, when John Diefenbaker, a western populist, won three elections.

The New Democratic Party (successor to the Co-operative Commonwealth Federation): Some Americans are startled to find that Canada has a healthy social-democratic party. NDP members are more likely to favour government involvement in business enterprises than are their rivals, and they are generally more critical of foreign or multi-national ownership of Canadian resources. They have been strong in the western provinces and Ontario and are supported by organized labour. They have never won a majority of the seats in the House of Commons. They have, however, used their votes there to influence minority government policies, most recently during the Liberal minority government of 1972-74.

The Social Credit or Créditiste Party: The Social Credit party began in Alberta during the Depression and elected 17 MPs in 1935. Its name came from its Depression proposal to issue scrip to all citizens, who would have to spend it immediately. It now has nine federal seats, all from Quebec. Fabien Roy became interim party leader on March 30, 1979. Mr. Roy has been a member of Quebec's National Assembly since 1970, first as a Créditiste and in 1976 as the only successful candidate of the Parti National Populaire. He is a strong advocate of provincial rights.

FIG. 4.4 CANADA'S FOUR MAJOR POLITICAL PARTIES

Canada: Today/D'Aujourd'hui, May, 1979.

Each of the main parties in the general federal election campaign tried to concentrate on issues that would give it a tactical advantage over the opposition. John Hay, writing in the Ottawa Citizen May 14, chose seven key issues and described the stands of the Liberal, Progressive Conservative and New Democratic Parties as follows:

	Liberal	Conservative	New Democrat
Economic growth	Prime Minister Trudeau defends his record in creating jobs and holding down unemployment (now about 8 per cent). Proposed in the campaign to grant tax deductions to employees buying shares in the company they work for.	Joe Clark says he can bring unemployment down to 5.5 per cent by 1985; promises income tax cuts, tax credit for investment in Canadian small businesses, abolition of capital gains tax on Canadian stocks and mortgage deduction scheme.	Ed Broadbent calls for a Government capital works program, cuts in the federal sales tax and other measures to stimulate job-rich manufacturing activity, and a mortgage tax credit.
Inflation	Restraint in government spending, and a defence of the Trudeau record as among the best in the industrial world.	Government-spending restraint combined, however, with a "stimulative deficit" to promote growth. A promise to bring inflation down to 5 per cent by 1985.	Set up a fair prices commission to roll back rip-off prices and keep corporate profits in check; subsidize milk and bread; a personal tax credit to offset inflation.
Housing	No promises, but an attack on the Conservative mortgage plan as an overpriced campaign gimmick that would be unfair to tenants.	Deduct from taxable income up to $5,000 in mortgage interest yearly and $1,000 in property taxes.	Use tax credits to cut the effective interest rate on mortgages to 8 per cent for families earning up to $25,000 and 9 per cent up to $30,000.
Energy	Retain Petro Canada; push a gas pipeline through to the Maritimes to displace unreliable, high-cost oil imports; promote heavy oil developments in the West and frontier exploration.	Policy papers say sell off Petrocan shares to Canadian citizens, but Mr. Clark has lately been promising to set up a committee to study the future of Petrocan.	Expand Petrocan's activities, making it the sole importer of oil; keep domestic oil prices down; save natural gas in the ground until it can be used by eastern Canada, rather than export it to the United States.
Pensions	No mandatory retirement age; make housewives eligible for Canada Pension Plan benefits (if they contribute).	No mandatory retirement age; help finance provincial programs for the aged.	Index the Canada Pension Plan to inflation, make benefits available at 60 to free jobs for younger unemployed, provide guaranteed annual income to the poor.
Unity	Mr. Trudeau calls this the most important election issue. Favours entrenchment of minority language rights in the Constitution, which would protect francophones outside Quebec and anglophones in Quebec.	Mr. Clark stresses conciliation with the premiers, avoids specific commitments to constitutional change. Opposes entrenchment of minority language rights in the Constitution, leaving that up to the provinces.	Mr. Broadbent calls this a non-issue because all three party leaders are federalists with no great differences in approach. Favours entrenchment of language rights.
Medicare	Blame provincial governments for driving doctors out of the plan with insufficient financing. Threaten to reassert federal authority over provincial health-care spending.	Mr. Clark has reversed the stand he took three years ago in the Tory leadership race; now says he does not support deterrent fees to discourage use of health services.	Compel provinces to give adequate funds for medical insurance, if necessary by reverting to the old financing law which gave the Federal Government power to oversee provincial programs.

FIG. 4.5 FEDERAL PARTIES' STANDS ON SEVEN MAIN ISSUES IN THE 1979 GENERAL ELECTION CAMPAIGN

Canada Weekly, May 30, 1979.

The election in numbers

Chart shows popular vote by province

VOTE BY PARTIES

(Copyright, 1980, by The Canadian Press)

68,789 of 69,722 polls

Prov.	Total	Lib.	P.C.	N.D.P.	S.C.	Other
Nfld.	200,700	94,332	71,584	34,022	0	762
P.E.I.	66,293	31,064	30,739	4,282	0	208
N.S.	418,710	167,368	161,722	87,148	0	2,472
N.B.	336,071	168,555	109,208	54,437	0	3,871
Que.	2,822,152	1,927,654	358,096	255,008	162,351	119,043
Ont.	4,026,115	1,672,442	1,455,611	867,302	883	29,877
Man.	475,969	133,103	180,090	159,160	0	3,616
Sask.	455,384	110,593	177,273	164,955	178	2,385
Alta.	786,714	167,874	516,378	81,622	8,132	12,708
B.C.	1,206,411	267,511	499,807	426,237	1,751	11,105
Y-N	25,323	9,390	7,853	7,881	0	199
Total	10,819,842	4,749,886	3,568,361	2,142,054	173,295	186,246
Percentages		43.9	33.0	19.8	1.6	1.7

Seat results by province

PARTY STANDINGS BY PROVINCES

(Copyright, 1980, by The Canadian Press)

Party	Total	Nfld.	P.E.I.	N.S.	N.B.	Que.	Ont.	Man.	Sask.	Alta.	B.C.
Lib.	146	5	2	5	7	73	52	2	0	0	0
P.C.	103	2	2	6	3	1	38	5	7	21	16
N.D.P.	32	0	0	0	0	0	5	7	7	0	12
S.C.	0	0	0	0	0	0	0	0	0	0	0
Deferred	1	0	0	0	0	1	0	0	0	0	0
Total	282	7	4	11	10	75	95	14	14	21	28

FIG. 4.6 FEBRUARY, 1980, FEDERAL ELECTION RESULTS BY PROVINCE

The Gazette, Montreal, February 20, 1980.

'QUEEN IS A FINE WOMAN BUT MY LOYALTIES ARE TO OTTAWA'

Endless ideas for new stamp

Reader John George makes the statement that "millions of Canadians are happy about the new 12-cent postage stamp."

Why wouldn't any Canadian be "ecstatic" to have the Queen's Silver Jubilee celebrated by a gesture chosen to ignore her existence at a time when we have the most reason to recognize her.

Why not replace her picture with one of our handpicked Ottawa "geniuses" who have doubled postage rates in so short a time?

Or, how about one or two of the guys who are responsible for the incredible speed with which our mail races across country so that I have been known to actually receive a letter travelling from Toronto to Lindsay in something less than a week on some occasions.

Better still, a great blank space denoting the mail which never quite makes it to its destination, like my insurance premium cheque which was mailed six weeks ago.

The ideas are endless.

The only change in the 12-cent stamp in which I would be interested is to see a figure 8 or 10 where the 12 is.

If reader George is happy about the new stamp, I suggest he vent his feelings with the usual three cheers — but let him speak for himself.

Lindsay

Several of your correspondents have been critical of the government's issues of stamps without the Queen's picture. These are probably the same people who made me feel like a foreigner when I was stationed at Malton in 1943.

As a Quebec anglophone, I think the Queen is a fine woman, greatly to be admired.

However, my loyalties are to Ottawa regardless of the quality of government we have. I don't need a Queen staring at me every time I open an envelope.

It is also very restricting on my stamp collection.

I do not feel the Queen has had anything to do with our current constitutional crisis.

What has increased the tensions has been those persons who have touted the British monarchy and General deGaulle as being more important than the brotherhood of Canadians.

Chateauguay, Que.

'An insult to Her Majesty'

I protest the dropping of the Queen's portrait from our 12 cent stamp.

It is an insult to Her Majesty and a kick in the teeth to British-Canadian sovereignty.

Willowdale

Removing another tie to monarchy

Recently on my way to the office I went to the Post Office to buy some 12-cent stamps.

The man gave me some with the Parliament buildings on them.

I asked what these were and where was the Queen. He replied that they were the new 12-cent stamps and that the Queen wasn't on them. He also added that many people buying them were annoyed.

I refused to accept them and bought $20 worth of the old style stamps.

I hope this will do me until public protests force the government to reissue the stamps with the Queen on them.

This is a blatant move by Pierre Trudeau to remove yet another tie with our heritage — the monarchy.

Rene Leveseque must be having a big hearty laugh!

Toronto

FIG. 4.7 LETTERS EXPRESSING OPINIONS ABOUT THE QUEEN, 1977

FIG. 4.8 THE MONARCHY AND CANADA

Aislin: 150 Caricatures
(Edmonton: Hurtig Publishers, 1975).

Best Sellers

FICTION

1. The Matarese Circle, *Ludlum (1 last week)*
2. The Third World War, *Hackett, et al. (3)*
3. War and Remembrance, *Wouk (2)*
4. Sophie's Choice, *Styron (4)*
5. The Island, *Benchley (7)*
6. Shibumi, *Trevanian (6)*
7. Chesapeake, *Michener*
8. Hanta Yo, *Hill*
9. Good as Gold, *Heller (5)*
10. There's No Such Place as Far Away, *Bach*

NONFICTION

1. The Complete Scarsdale Medical Diet, *Tarnower & Baker (1)*
2. The Powers That Be, *Halberstam (3)*
3. The Pritikin Program for Diet and Exercise, *Pritikin with McGrady (2)*
4. Cruel Shoes, *Martin (4)*
5. The Bronx Zoo, *Lyle & Golenbock (5)*
6. How to Prosper During the Coming Bad Years, *Ruff (8)*
7. The Medusa and the Snail, *Thomas (7)*
8. Lauren Bacall by Myself, *Bacall (6)*
9. To Set the Record Straight, *Sirica (10)*
10. Broca's Brain, *Sagan (9)*

TIME, JULY 9, 1979

MACLEAN'S BEST-SELLER LIST

FICTION

1 The Matarese Circle, *Ludlum* (1)
2 Good as Gold, *Heller* (2)
3 Shibumi, *Trevanian* (3)
4 The Lost Enchantment, *Stewart* (6)
5 The Island, *Benchley* (4)
6 Overload, *Hailey* (5)
7 War and Remembrance, *Wouk* (8)
8 Chesapeake, *Michener* (9)
9 Ghost Story, *Straub* (10)
10 The Pigeon Project, *Wallace* (7)

NONFICTION

1 How to Invest Your Money and Profit From Inflation, *Shulman* (1)
2 Beyond Reason, *Trudeau* (2)
3 The Powers That Be, *Halberstam* (3)
4 Lauren Bacall: By Myself, *Bacall* (4)
5 The Complete Scarsdale Medical Diet, *Tarnower/Baker*
6 Operation Fish, *Draper* (6)
7 Sophia: Living and Loving, *Hotchner* (5)
8 At One With the Sea, *James* (9)
9 A Bloody War, *Lawrence* (10)
10 Mommie Dearest, *Crawford* (8)

( ) Position last issue
Prepared with the aid of the Canadian Booksellers Association

FIG. 4.13 BEST SELLERS IN THE UNITED STATES AND CANADA, JULY, 1979

Time, July 9, 1979, p. 68; and Maclean's, July 9, 1979, p. 44.

TRUDEAU ON IDENTITY

"There have been times in past years when Canadians conducted an anxious search for national identity." By the early 1970's, however, the Prime Minister went on, the search had been called off, for by then, Canada's life as a nation had come to be seen as sufficient to make clear to Canadians themselves and to the world at large what is peculiarly Canadian and what distinguishes them from others.

In the Prime Minister's words, what sets Canada apart is the development and prideful maintenance of a "value system which places first priorities on the quality of life for each individual person in [Canadian] society and .... cherishes each person's uniqueness. [The Canadian system] does not impose... slogans or images of what Canadians are supposed to believe in. Rather it encourages each [Canadian] to develop to (his) fullest potential and asks that, as [they] share a common citizenship, [they] respect each others differences."

FIG. 4.14 PRIME MINISTER TRUDEAU ON CANADIAN IDENTITY, 1973

Current History, April, 1974, p. 149. Summaries and excerpts appear above from a speech presented by the Prime Minister on July 1, 1973. The full text appears in Canada Weekly, vol. 1, no. 27 (July 11, 1973), p. 5.

The Effect of Americans on Canadians (and vice versa)

[PROFESSOR FRIEDENBERG'S POINT OF VIEW]

Edgar Z. Friedenberg is Professor of Education, Dalhousie University, Halifax, author of *The Vanishing Adolescent* and an American citizen. He is also an articulate commentator on the effect that Canada and the United States have on each other. We present a few excerpts from a long article by Mr. Friedenberg in the *American Journal*. It is not necessary to say that Mr. Friedenberg's views are his own; he is universally recognized as an independent, outspoken, original man. Under the pressures of space, we have left out more than we've kept in.

". . . For their part, Americans usually ignore Canada, except for those corporations which exploit it and the thousands of tourists who come here every summer expecting to find a bigger little England with more grandiose scenery and harmless French overtones. . . . Like most tourists, they find what they expect to find; and indeed the scenery is picturesque, the people extraordinarily civil, the streets of the major cities — though urban conflicts sadly familiar to Americans have begun to erupt — alive and cheerful with pedestrians by night who do not expect to be mugged and seldom are. . . .

"The aspect of American policy that affects Canada most strongly is usually beyond Canada's legislative and judicial control. . . . Late last fall [1971] . . . an American-controlled factory that had the largest payroll in a medium-sized Ontario town . . . was abruptly closed by a decision taken by the management of a consortium in Los Angeles. . . . It is unlawful in Ontario to shut down a business without statutory notice to its employees, and the local manager, an American who appeared on national television looking very apologetic, was technically subject to prosecution, but this would not have given his former employees any money for Christmas; the incident did, however, withdraw substantially from the already depleted reserves of goodwill toward America available in this country.

"Nevertheless, really hostile and aggressive anti-American expressions are still confined almost entirely to intellectual circles and academic life. Working class Canadians still like not only Americans, but the idea of life in America . . . America is still seen, correctly, as a land where much higher wages are paid and a much wider range of consumer goods is available more cheaply; where there is more economic diversity and a freer flow of money and hence, much more opportunity to make it in various ways. The defects are harder to imagine; Canadians don't really believe that a poor — or even a fairly rich — man can be bankrupted by hospital bills and have to pay for blood transfusions and surgery if he needs them.

"Working class Canadians do not despise and hate the poor as Americans do and they cannot really imagine what it would be like to be poor in the United States, where poverty is not merely an affliction, but a dread and loathsome disease that destroys self-esteem.

"Young Canadian freaks and street people who abound and have so far received a fair, though I fear decreasing, amount of official acceptance . . . are not hostile to Americans either. They are strongly opposed to American policies and to American domination of Canada; but when they think of individual Americans they are likely to picture other freaks like themselves. . . . The Americans they know are as anti-American as they are and more so. . . . But in the university and its ancillary organizations, Canadian-American relations no longer partake of the quality of mercy and are strained. . . .

"Canadian nationalism takes the form of intense anxiety about the threat of cultural domination, especially in and through the agency of the universities . . . the proportion of Canadian professors in Canadian universities has fallen to about half the total. American professors still make up only about a quarter of the foreigners but their numbers have been increasing rapidly, proportionately and absolutely over the past decade. . . . This does not mean that life for [illegible]an professors has become disagreeable . . . [illegible] does mean that it has become much [illegible] get an appointment. . . . Canadians are still more polite when they are being rude than Americans are when they are being friendly . . . or than Canadians are when *they* are being friendly.

"How realistic, though, is the Canadian fear of American cultural domination? . . . On balance . . . it is in the most obvious sense quite realistic. Americans not only teach in Canadian universities; to a much greater degree Canadian television broadcasts American programs; the goal of obtaining current minimum prescription of 35 per cent Canadian content is achieved only by counting as Canadian such dubious cultural treasures as Guy Lombardo. . . .

"The continuing takeover of Canadian publishing firms by American corporations has precipitated as intense a reaction — though in the nature of the case not as protracted — as the slower, more insidious infiltration of the universities. . . .

"Neither Canadians nor Americans . . . have any adequate idea of the extent of the difference between them. It is enormous and the fundamental difference is greater than the superficial. No increase in American input, fiscal or cultural, and no degree of acquiescence by Canada, could make life in Canada like life in the United States. . . . Americanism is not a threat to the Canadian identity. . . . For anglophone Canada . . . there is a risk of exploitation but not of cultural annexation. Differences too profound are rooted in history. . . ."

FIG. 4.15 THE EFFECT OF AMERICANS ON CANADIANS (and vice versa)

Canada: Today/D'Aujourd'hui, March, 1974.

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MODULE V

CANADA AND WORLD AFFAIRS

TEACHING STRATEGIES

Note: Because Canada's relationships with the United States are an important element in creating feelings of identity among Canadians, some strategies in the previous module also pertain to Canadian-United States relationships and could be used in this module.

1. There was a time when Canada and the United States considered themselves far removed from the central arena of international politics. The air/space age and shifting balances of international power have changed this perspective. As students examine the Ottawa-centered, azimuthal map (Figure 5.1), they should speculate on Canada's relationship with each of the following nations:

   - Soviet Union
   - United States
   - China
   - Japan
   - Argentina

   . What nations are Canada's nearest neighbors?

   . What role does Canada's geography play in Soviet Union/United States antagonisms?

   . Why might Canada's view of the Soviet Union differ from that of the United States?

   . Why would some observers claim that Canada is the ham in the Soviet Union/United States sandwich?

2. Have students analyze the cartoon appearing as Figure 5.2 at the end of this module and answer the following questions:

   . Who are the characters in the cartoon?

   . How is each character portrayed? Why?

   . Why are international relations analyzed in terms of a football game? (soccer game)

   . What is happening to the United Kingdom in the cartoon?

   . What kinds of roles are France and the United States assuming?

   . What roles do West Germany and Japan play?

   . What is the cartoonist saying about Canada's role in international relations?

- To what extent would cartoonists of the nations dealt with portray the characters in the same way? In what ways might they differ?

3. Ask students to examine the Aislin cartoon (Figure 5.3).

   - What is the cartoonist saying about Canada's recognition of foreign governments?
   - What type of government did Chile have in 1973?
   - How do the governments of China, Cuba, and Chile differ?
   - What is the cartoonist saying about the relationship between the ideology of each country and the speed with which Canada extended recognition?

4. Lester Pearson and Norman Bethune were Canadians whose lives had international significance. Students could read biographies and other relevant materials for reports to the class on these two unique people.

5. Although Canada and the United States have been closely associated in foreign policy and in defense arrangements (e.g., NATO, NORAD), Canada has taken different stands on a number of issues. Below is a list of such issues. Divide the class into small groups and assign each group an issue. Students should:

   - identify the stand taken by the United States and by Canada on each issue.
   - determine the reason why each nation took the stand that it did.
   - analyze the impact of these differing positions upon Canadian/United States relations.
   - discuss the extent to which Canadian leaders feel free to differ with the United States in foreign policy matters.

   The issues are:

   - membership in OAS.
   - maintenance of diplomatic relations with Fidel Castro's Cuba.
   - recognition of the People's Republic of China.
   - refusal to recognize athletes from Taiwan as representatives of China at the 1976 Summer Olympics.

6. Included are excerpts from the July 22, 1976, edition of Canada Report (Figures 5.4 and 5.5) published by the Canadian Embassy. They give Canada's stand on the participation of Taiwanese athletes in the Olympics.

   - To what extent are the Olympic Games political events? Why?

- What was the relationship between the Canadian government and the government in Peking at the time of this incident?

- What was the position of the United States concerning this incident? Why? What was the position of the Nationalist Chinese? Had these positions changed by 1980 when the Winter Olympics were held in Lake Placid?

7. The most important element in Canadian external affairs is Canada's relationship to the United States. Below is an excerpt from a speech given by Pierre Elliott Trudeau to a Joint Session of the House of Representatives and the Senate of the United States (Figure 5.6).

   - What does Mr. Trudeau have to say about Canadian/United States friendship? To what extent is this friendship unique? To what extent would other Canadians agree with Mr. Trudeau's assessment?

   - What tensions do Canadians and Americans face in their relationship?

   - What does Mr. Trudeau say about global interdependence? How does he relate hockey and baseball to this interdependence?

   - What are the greatest impediments to peace and stability?

   - What advice does Mr. Trudeau give America about United States relationships with other countries of the world?

8. Professional and amateur sports in North America are becoming increasingly continental. Pierre Elliott Trudeau alludes to this situation in his speech to the United States Congress (Figure 5.6).

   - Have students list the citizenship of players on the Montreal Expos and Toronto Blue Jays baseball teams.

   - Concerning hockey, have the students list the citizenship of players on the New York Islanders, New York Rangers, and the Buffalo Sabres.

   - Concerning football, have students list the citizenship of players on the Montreal Alouettes, the Toronto Argonauts, and the Hamilton Tiger-Cats.

     The rules of the Canadian Football League (C.F.L.) differ from those of the National Football League (N.F.L.) in the United States. In the C.F.L. a certain proportion of the players on each team must be Canadians. The field is 110 yards long, has an end zone 25 yards deep, and is 65 yards wide (as opposed to 53.5 yards wide in the N.F.L.). Teams in the C.F.L. have 12 men, usually an extra wide-receiver. Only three downs are allowed in which to gain ten yards. The C.F.L. teams score a single point when a punt or missed field goal goes out of bounds in the end zone, or when a punt or missed field goal cannot be run back out of the end zone. (Remember that the end zone is 25 yards deep.) All punts must be returned, say Canadian rules, and the return specialist is given a five-yard

safe area until he catches the ball. (Further information on rules and regulations for Canadian football is available from the Canadian Football League Headquarters in Hamilton, Ontario.)

- Discuss continentalization in professional baseball, hockey, and football. What effect do the rules of Canadian professional football have upon the continentalization of that sport as compared to the continentalization of baseball and hockey?

- Students may find it interesting to check local college and university teams concerning citizenship of team members and the distribution of scholarships in the various sports.

- Have students analyze why lacrosse, cricket, curling, and ten-pin bowling are more popular in Canada than in the United States. Note that such an analysis relates to the modules on regionalism and the cultural mosaic.

9. Note Figures 5.7 and 5.8. Have students identify the differences in the two advertisements.

   - Why might the People's Republic of China choose to send the Shanghai Ballet to Toronto for its first appearance in the western world?

   - Is it significant that Chinese repertory companies are coming to cities in the United States?

   - Is Canada playing a pioneering role in opening doors that had been closed with respect to cultural contacts? What are some further examples?

   - What was the attitude of Chairman Mao and his government toward the performing arts? Does the current government in the People's Republic of China seem to have a different attitude?

   - Dances from several Chinese regions and ethnic groups are being presented. How does this fact relate to the understanding in Module I that large countries have a variety of cultural groups?

10. Teachers near the Canadian border may find this strategy useful. Obtain Canadian magazines and newspapers or have students watch Canadian television. Pick advertisements at random from these media. What proportion of the ads promote products of companies with headquarters in the United States? Ask students to bring to class items that were manufactured in Canada by companies with headquarters in the United States.

11. It is interesting to compare the prices of products sold in the United States with prices of similar products sold in Canada.

    - Consult a local automobile dealer and ask the salesperson's help in discovering the comparable prices of selected models in the United States and in Canada.

- Similar comparable prices can be obtained for washing machines, stereo components, paper products, china dishes, and various groceries by using newspapers from the two countries.
- A mail order catalog from Canada (such as Simpson-Sears or Eaton's) would facilitate price comparisons when used in conjunction with a catalog from one of the mail order firms in the United States.
- Additional information about price differences can be obtained by writing to the Customs Services of Canada and of the United States for tariff rates.
- If a field trip to Canada is taken, have the students gather information on product prices while there so that comparisons with prices in the United States can be made.

Relate the information obtained above to the large influx of Canadian shoppers into border towns and cities within the United States. (It was estimated, for example, that 40% of the retail purchases in Plattsburgh, New York, for 1977, were made by Canadian shoppers.)

. Are there certain products that Canadians tend to purchase in the United States when possible? Why?

. What factors are responsible for the variance in prices between the two countries?

12. To examine tariffs and their significance in world affairs, set up a role playing situation in which a man and his wife from Canada are contemplating buying an automobile in the United States. The cast of characters could be: Canadian husband, Canadian wife, automobile salesperson in the United States, automobile salesperson in Canada, a Customs Officer for the United States, a Customs Officer for Canada, member of the United States Congress, member of the Canadian Parliament and an automobile factory worker in Canada.

    Each participant should state what his or her attitude would be toward the automobile purchase, given his or her particular role. Both practical and legal matters should be considered. The goal would be to determine what the current policy is and why such a policy exists.

13. "Border Bisects Homes, Buildings, Entire Town," Figure 5.9, will be of interest to students. They should pay particular attention to the role that tariffs have played and the role that peaceful, amicable relations between Canada and the United States have played in the situations described.

14. In the campaign preceding the 1957 elections in Canada, the trans-Canada pipeline became a major political issue. In the 1980s, the "energy crisis" has even greater meaning to Canadians. The notion of limitless resources is no longer seriously entertained. The question of pipelines has become an issue not only for those who support the building of such facilities but for:

- environmentalists.
- native peoples.
- those concerned with United States economic power in Canada.

Divide the class into small groups and have each group examine one or more of the following articles about the pipeline controversy (Figures 5.10 and 5.11). As each group examines its evidence have them consider the following questions:

. What are the arguments in favor of a gas pipeline? against?

. What groups support such a project? oppose it? Why?

. What is the Indian/Eskimo position? Why?

. What is the position of the federal government?

. To what extent has the issue intensified feelings against the United States?

. If the pipeline solution to the "energy crisis" is rejected, what other solutions are being examined and advocated?

NOTE TO TEACHER: This teaching strategy regarding the trans-Canada pipeline could be used in Module IV on Canadian Identity where anti-United States feelings are being discussed. The converse is also true. The strategies regarding anti-United States feelings could be used in this module on world affairs.

15. The Canadian/United States relationship is, in many ways, unique among nations. Despite tensions and differences, they have been firm friends and allies for many years. Have students list factors which contribute to strong Canadian/United States relations.

16. Have students prepare answers to the questions that follow as they examine Figures 5.12 through 5.15.

. What aspect of Canadian/United States relations is depicted in each figure?

. What does each figure indicate about Canadian/United States relations within the sphere depicted?

. What Canadian concerns do the revisions in the NORAD boundaries reflect?

. Besides NORAD, what other undertakings have required cooperation between the United States and Canada? (St. Lawrence Seaway, Alaskan Highway, pipeline)

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An introduction to Canada/United States relations containing graphs, charts, and readings that help students understand what it is like for Canadians to live next to the United States superpower.

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TERMS: CANADA AND WORLD AFFAIRS

The following terms from Module IV are included in the Glossary, one of the last sections of this document:

middle power
NATO
NORAD
OAS
repertory company
superpower
tariff
Third World

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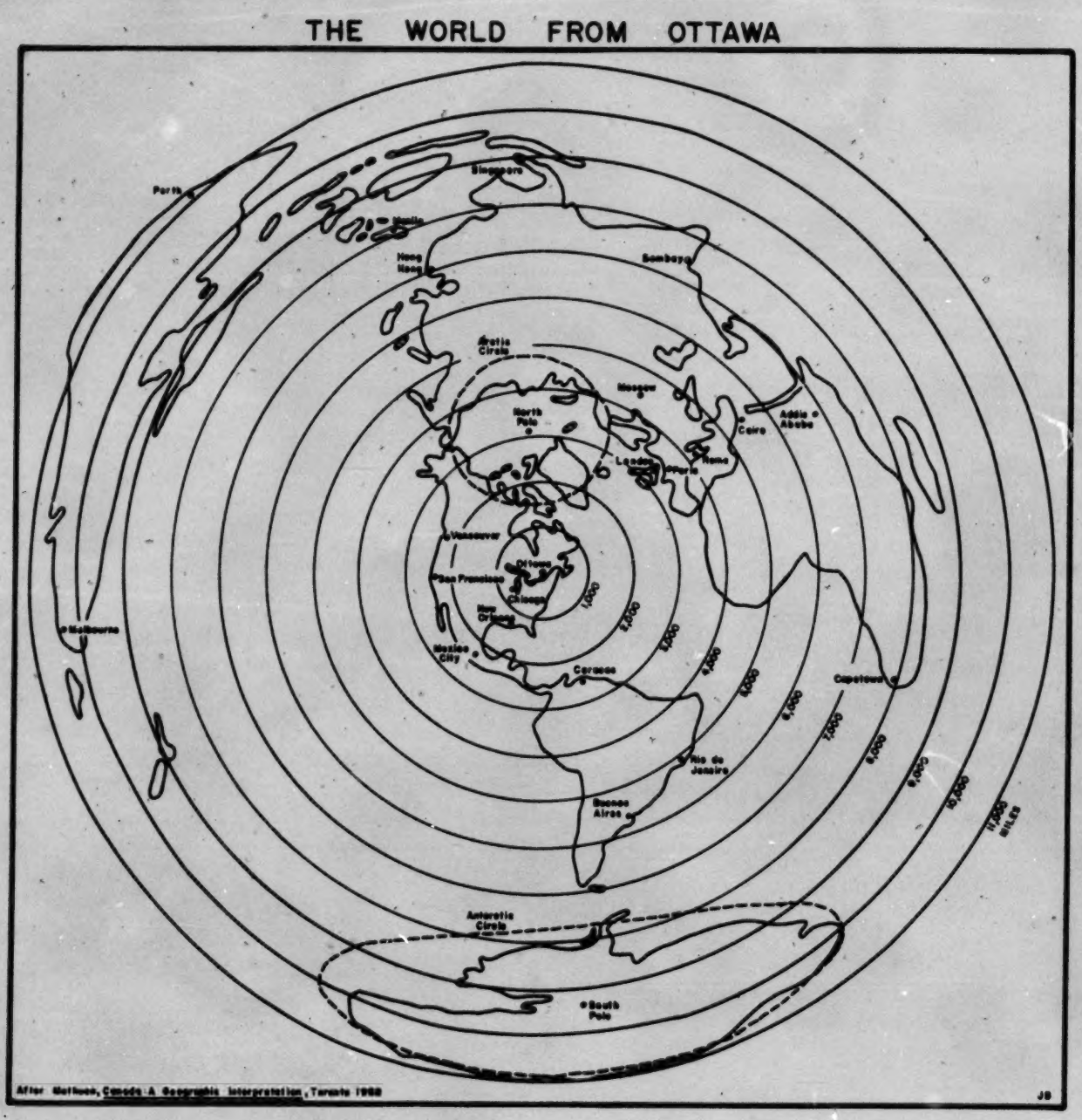

FIG. 5.1 THE WORLD FROM OTTAWA

John Warkentin, ed., Canada: A Geographic Interpretation (Toronto: Methuen Publications, 1968), p. 570.

SUMMIT FOOTBALL

FIG. 5.2 CANADA IN THE INTERNATIONAL ARENA

Toronto Star, May 7, 1977.

IT TOOK CANADA 24 YEARS TO RECOGNIZE CHINA...
ALMOST A YEAR TO RECOGNIZE CUBA...
AND JUST 18 DAYS TO RECOGNIZE THE NEW CHILEAN GOVERNMENT.
OBVIOUSLY, OUR RECORD IS IMPROVING!
AISLIN 75
IL NOUS A FALLU 24 ANS POUR RECONNAÎTRE LA CHINE...
PRESQUE UN AN POUR CUBA...
À PEINE 18 JOURS POUR LE CHILI
ÇA S'AMÉLIORE!

FIG. 5.3 FORMER SECRETARY OF STATE, MITCHELL SHARP, ON CANADIAN FOREIGN POLICY

Aislin: 150 Caricatures (Edmonton: Hurtig Publishers, 1975).

Olympics and Taiwan

"Mr. Speaker, I think the best answer to the Olympic committee and indeed to members of this House and the country who have shown concern, is that it is not our policy nor our practice to bar any athletes from the games. We welcome the athletes from Taiwan. We hope they will compete. We do not discriminate on the basis of sex, race or, indeed, national origin. All we are saying, and it seems to me this is a policy that would have the support of any member of this House regardless of his party provided he believes in a one China policy, is that we will not let athletes come into Canada . . . to pretend that they represent a country, China, that they do not represent. That is all we are saying."

Summary of Events. In a letter to the President of the International Olympic Committee on November 28, 1969, the Secretary of State for External Affairs stated that Canada would admit all participants recognized by the IOC with the qualification that admission would be "pursuant to the normal regulations" of the Canadian Government.

In April 1975, Canadian officials advised Lord Killanin, President of the IOC, at a meeting in Toronto that if Taiwan claimed to represent the "Republic of China" in the Montreal Olympics this would pose a problem in the light of Canada's recognition in 1970 of the People's Republic of China as the sole legal government of China. This was made clear to the IOC on several subsequent occasions. When, by May of this year, the IOC had not resolved the question of Chinese representation in the Olympics, Canada advised Lord Killanin that it had no alternative but to exercise its regulations as they pertained to the admission to Canada of athletes from Taiwan who claimed to represent all China. He was also advised that athletes from Taiwan would be free to enter Canada to take part in the Games provided they did not claim to be representatives of China.

During June and early July Canadian officials were in contact with Lord Killanin to examine ways to resolve the problem in a manner that would permit the Taiwanese athletes to participate. On July 10, the IOC proposed to the Taiwanese that they participate under the Olympic flag and name of the IOC. Canada agreed to the IOC proposal, but it was turned down by the Taiwanese. On July 15, Lord Killanin indicated to Prime Minister Trudeau that the matter was at an impasse. The Prime Minister proposed to Lord Killanin that the formula be followed which the IOC had used at the 1960 Olympic Games in Rome, whereby the Taiwanese participated under the designation of Taiwan. Earlier, on July 5, the Secretary of State for External Affairs had said in the House of Commons:

> "Let us bear in mind that it is possible for the Taiwanese athletes to come to Canada to be admitted and to participate in the Games in precisely the same way they participated in the Olympic Games in 1960 in Rome under conditions and regulations which were approved by the IOC. All we are asking is that they apply the same considerations to Canada which they applied to Italy in 1960."

The Taiwanese refused to accept this proposal which we understand was approved by the IOC by a vote of 58 in favour, 2 against with 6 abstentions as reported in the press. As a result the Taiwanese decided to withdraw from the Games.

FIG. 5.4 CANADA, THE OLYMPICS, AND TAIWAN

Canadian Embassy, Public Affairs Division, Canada Report No. 4, July 22, 1976, pp. 3-4.

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Extracts of Press Conference by the Secretary of State for External Affairs, the Honourable Allan J. MacEachen, at the Ritz-Carleton Hotel, Montreal, on July 16, 1976.

Question: Why has Canada taken this position?

Mr. MacEachen: We have taken this position because we have a national policy concerning China and we wanted to maintain that policy. In 1970 Canada recognized the People's Republic of China as the sole legal government. At the same time we withdrew recognition from the Republic of China which claimed and continues to claim to be the only legitimate government of all China. Consequently, the Canadian Government discourages official contacts with the Republic of China which otherwise would be inconsistent with our policy of recognition. But, of course, Canada does not restrict people to people contacts between Canadians and Taiwanese; we are happy to have Taiwanese come to Canada on visits, business and to take part in conferences and cultural meetings and sports events, provided they do not put themselves forward as representatives of China in a way that is inconsistent with our policy.

We have treated Taiwanese athletes coming to Canada in precisely the same way as we treat all Taiwanese who come to Canada. We have applied our policy in this particular case, and we have been ready to search for a solution that would provide for the participation of the Taiwanese athletes and that would be consistent with our policy with respect to China.

That is the simple explanation of our policy; it has not been invented for the Olympics, it was developed in 1970. It has been consistently applied since 1970 and it has not been brought forward in any way to inject controversy or politics into the Olympic movement. I had hoped that the number of formulae that had been put forward by the IOC would have been acceptable and would have permitted participation of all athletes. Certainly these formulae had been acceptable to Canada.

Question: Has there been contact in the last month between the Canadian Government and the Peking Government on this issue?

Mr. MacEachen: Yes, there has been contact. The formula that we had put in play yesterday and originally on July 5, is a formula unacceptable to Peking, and they have made their opposition quite clear, even this morning, to officials of my Department.

Question: But if this is the Canadian position in which you believe, why would you have to be in contact with Peking?

Mr. MacEachen: We have heard their views. We have not accepted their views, which asked us to prohibit totally the admission of Taiwanese athletes under any circumstances. That we were not prepared to do. We were prepared to admit the athletes if they accepted a designation that was compatable with our national policy on China.

Question: Why was Canada so slow in indicating to the IOC that there were going to be problems?

Mr. MacEachen: We had indicated to the IOC as early as April, 1975 that there were problems with respect to the participation of Taiwan, under the recognition of the Republic of China. In view of our policy on China, officers of my Department had a meeting with Lord Killanin in Toronto in April, 1975, in wtich this problem was raised. In fact, at that meeting Lord Killanin pressed for assurance that we would admit the Taiwanese athletes as the Republic of China; that assurance could not be given at that time by my officials. Subsequently, in February, the matter was raised again. All along we have felt that this was a matter that ought to be dealt with by the IOC. When in May nothing had happened, we indicated the circumstances under which we would admit the Taiwanese athletes to Canada. We reject categorically the claim that the IOC was notified only in May. It was notified of the problem in April of 1975. Indeed, last year, we refused admission to Canada of Taiwanese boxers for a pre-Olympic event, unless they accepted a Taiwanese designation. They refused to, and did not come. The IOC was quite aware of that.

Question: Do you think that Canada has set a dangerous precedent that other countries may follow in the future?

Mr. MacEachen: I don't think that we have set a dangerous precedent. There is a very special problem in the case of China and it has been gradually sorted out internationally. It has not been sorted out in the IOC and undoubtedly it will be sorted out in the future.

Question: Why is Canada injecting politics into the Olympics?

Mr. MacEachen: Well, I think according to Article IX of the Olympic rules the Games are supposed to be contests between individuals, not between countries and areas. They are not. All the symbolic apparatus of the nation state, flags, anthems, names, play a major role in the Games. They have become not so much competition between athletes but competition among countries, and millions of viewers around the world will see the Games and they will identify with the athletes of the countries from which they come. Of course Lord Killanin agreed with this. He has already stated that all this kind od nationalistic chauvinism — as he describes it — presently in the Games ought to be eliminated. So it is impossible for the international Olympic movement to avoid political issues brought about by the use of national symbols. In short, the Olympics are highly political internationally and Canada has done nothing to add to that.

FIG. 5.5 PRESS CONFERENCE REGARDING CANADA'S POLICY TOWARD TAIWAN AND THE 1976 OLYMPICS

Canadian Embassy, Public Affairs Division, Canada Report, No. 4, July 22, 1976, pp. 1-2.

An Address by

Pierre Elliott Trudeau

Prime Minister of Canada

to the Joint Meeting of the House of Representatives
and the Senate of the United States
22 February 1977

Mr. Speaker, Mr. President,
Members of Congress:

For much more than a century, individual Canadians, in countless ways and on countless occasions, have expressed to Americans their friendship. Today, as Prime Minister, I am given the opportunity to express those feelings collectively before the elected representatives of the American people.

I do so with pride, and with conviction . . .

The friendship between our two countries is so basic that it has long since been regarded by others as the standard for enlightened international relations. No Canadian leader would be permitted by his electorate consciously to weaken it. Indeed, no Canadian leader would wish to, and certainly not this one.

Simply stated, our histories record that for more than a century millions upon millions of Canadians and Americans have known one another, liked one another, and trusted one another.

Canadians are not capable of living in isolation from you any more than we are desirous of doing so. We have benefitted from your stimulus; we have profited from your vitality. . . .

At a moment in the history of mankind when men and women cannot escape from the knowledge that the only hope for humanity is the willingness of peoples of differing complexions and cultures and beliefs to live peaceably together . . .

We have built together one of the world's largest and most efficient transportation and power-generating systems in the form of the St. Lawrence Seaway. We have conceived and established the world's oldest, continuously functioning binational arbitral tribunal — the International Joint Commission. We have joined together in many parts of the world in the defence of freedom and in the relief of want. We have created ofttimes original techniques of environmental management, of emergency and disaster assistance, of air and sea traffic control, of movements of people, goods and services — the latter so successfully that the value of our trade and the volume of visitors back and forth exceeds several times over that of any other two countries in the world. It is no wonder that we are each so interested in the continued social stability and economic prosperity of the other.

Nor should we be surprised that the desire of the American and Canadian peoples to understand and help one another sometimes adopts unusual forms. In what other two countries in the world could there be reproduced the scene of tens of thousands of people in a Montreal baseball park identifying totally with one team against the other, forgetting all the while that every single player on each is American, and a similar scene in the Washington hockey arena where thousands of spectators identify totally with one team against another, forgetting that virtually every player on the ice is Canadian.

Thus do the images blur, and sometimes they lead to chafing. Yet how civilized are the responses! How temperate are the replies! We threaten to black out your television commercials! You fire volleys of antitrust proceedings! Such admirable substitutes for hostility!

Our continent, however, is not the world. Increasingly it is evident that the same sense of neighbourhood which has served so well our North American interests must be extended to all parts of the globe, to all members of the human race. Increasingly, the welfare and the dignity of others will be the measurement of our own condition. I share with President Carter his belief that in this activity also we will achieve success.

However, even as we have moved away from the cold war era of political and military confrontation, however, there exists another danger: one of rigidity in our response to the current challenges of poverty, hunger, environmental degradation and nuclear proliferation. Our ability to respond accurately to these issues will in some measure be determined by our willingness to recognize them as the new obstacles to peace. . . .

FIG. 5.6 ADDRESS TO U.S. CONGRESS BY PRIME MINISTER TRUDEAU, FEBRUARY, 1977

Canadian Embassy, Public Affairs Division, "An Address by Pierre Elliott Trudeau, Prime Minister of Canada, to the Joint Meeting of the House of Representatives and the Senate of the United States." Canada (Feb. 22, 1977).

First time
in the western world!

Shanghai Ballet

of the People's Republic of China

中华人民共和国
上海舞剧团

Two exciting programmes

"The White-Haired Girl"

"Music & Dance Variety"

Presented by The Toronto Symphony
at O'KEEFE CENTRE

MAY 24, 25, 26, 27, 28

White-Haired Girl — May 24-27 (8:30 p.m.)
Music & Dance Variety — May 28 (2:00 p.m. & 8:30 p.m.)

Prices: Evening Performances: $15.00, $12.00, $8.50, $5.00
Matinee: $12.50, $9.50, $6.50, 4.50

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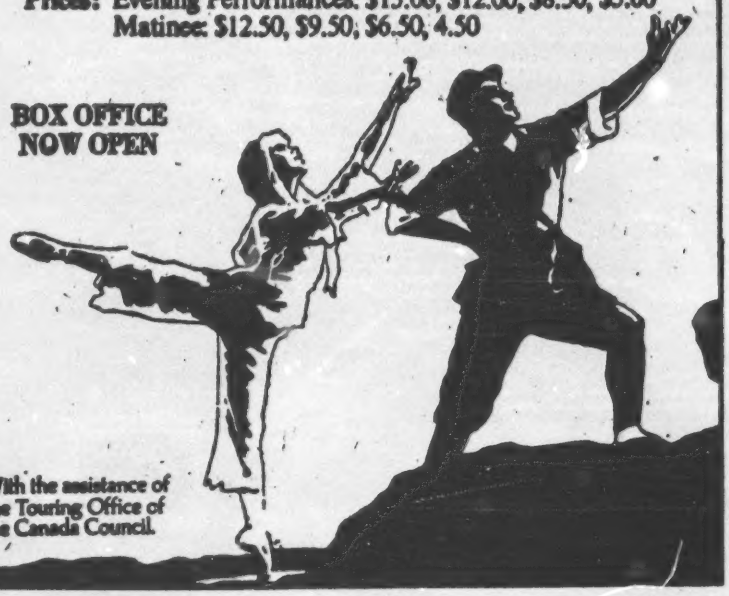


With the assistance of
the Touring Office of
the Canada Council.

FIG. 5.7 SHANGHAI BALLET ADVERTISEMENT

Toronto Star, May 7, 1977. 136

Partly in Vermont: A Borderline Case

"This is the border," says Irene Bolduc, stepping in off her porch and pointing to the edge of a doorframe. "See, over in the living room, you are in the United States. Step into the kitchen, *et voilà*, you are in Canada."

Here at the edge of northern Vermont, the international boundary lies right across a quiet but thickly settled small town. On the American side, the town is called Derby Line, Vt.; on the Canadian, Rock Island, Que. Local historians believe that the border runs the way it does because an 18th century British surveyor named John Collins was drunk on the job.

That must have been quite a toot. The international border meanders by the freshly painted porches of stately, old Victorian houses, across shady green backyards, between sprouting rows of beans and lettuce in stubbly gardens, even through the shelves of books in the town's Binational Library, across the narrow Tomifobia River and the dusty, noisy corridors of the factory that spans it, and finally along the floor of the Bolducs' living room.

To most Americans the border between the U.S. and Canada seems hardly more than an arbitrary division between two similar and friendly nations. To Bolduc and her family and others in town, the border they straddle represents a very real division. As Derby Line sees it, Canada and the U.S. are distinct sovereignties, often at odds about dozens of minor points of currency, taxes and domestic law.

Bolduc is a Canadian citizen. So is her son Michel. When Michel, now 30, lived at home, he carefully kept his bed on the Canadian side of his bedroom. Now the room belongs to his younger sister, Arlette, 15, an American citizen by virtue of being born in the Newport, Vt., hospital. She has moved the bed to the U.S. side of the room, not out of sibling self-assertion, but because she knows that the location of the bed could be an important technicality should anyone challenge their respective citizenships.

Irene and her husband Lionel put in a new heating system a few years ago, buying Canadian equipment for the Canadian side and American equipment for the American side. Otherwise, had U.S. or Canadian officials dropped in and found hardware from one country on the wrong side of the house, the Bolduc household would have been technically guilty of smuggling. Says Irene with a weary Gallic shrug: "You just don't take any chances."

Everyone here, whether walking two blocks to shop, or traveling from Montreal to Boston, must report citizenship and whatever purchases have been made, then pay the duties. Travelers going either way never know whether they'll be asked just one or two questions, or be subjected to an extensive search of car and luggage. Customs men decide which on the basis of what a Canadian official calls *"le sixième sens."* In general U.S. goods are cheaper, so Canadians pay a punitive duty on them. The U.S. tries to discourage the importing of Cuban cigars and of course the arrival on American soil of illegal workers.

Over the years the border has occasionally tightened up like a vise. During Prohibition, for instance, American officials tried vigorously, and sometimes violently, to stem the flow of bootleg liquor from Canada. Dr. Gilles Bouchard claims that when he examines some of the aging farmers in the region, he still finds bullet-wound scars. "I'll ask where they got them," he says. "They'll just shrug and tell me they used to run rum into the States."

TED POLUMBAUM

The Bolducs, *fille et mère*, in front of their house divided

Trouble with border officials can still seriously disrupt a man's life. Take the case of Terrence Walsh, who now works as an American customs inspector himself, and once was employed by the Butterfield Co., an industrial cutting tool factory which is the town's major employer. The factory is built right across a narrow, frothy stretch of the Tomifobia River and the border runs through it. Two companies are housed in the building: an American corporation buying American raw materials and turning out products for American customers; a Canadian corporation turning Canadian materials into Canadian products. Both are called the Union-Butterfield Division, which belongs to Litton Industrial Products, Inc. in the U.S., and to Litton Business Systems of Canada, Ltd. on the other side. No machinery, materials or goods can cross the borderline in the center of the building —carefully marked by wall plaques and dabs of red paint—unless the appropriate customs service is notified and a duty is paid. Vending machines just a few feet over the line will not accept the currency of the other country.

Walsh was reassigned from a job on the American side to one on the Canadian side. "The company said they'd take care of the details," he remembers. But they didn't do it right away. After several days at work, Walsh was stopped at the Canadian customs house on his way to work. He told them about his transfer. "They blew up," he remembers. "They claimed I hadn't registered and told me I was in big trouble." For a few anxious days, Walsh feared that he would lose his job, and perhaps even the right to cross freely into Canada.

The most dramatic border incident in Derby Line occurred on July 14, 1976. Rifle-toting plainclothesmen suddenly appeared at every door and window of the town library, an imposing turn-of-the-century granite and brick structure just outside the center of town, and the only public building standing in the U.S. and Canada at the same time.

Without explanation, the library was closed for three days. Inside, unknown to residents, officials of Canada and the U.S. were taking testimony for an international drug trial. Three Canadians had previously been extradited to Milwaukee to stand trial on federal charges. They couldn't return to Canada without "breaking" the extradition request. But the primary witness against them, also a Canadian, was already in jail in Canada, and afraid to come to the U.S. because of outstanding charges against him. So the three Canadians were flown to Vermont and led in manacles through the front door of the library—in the U.S. —while the witness came in through the fire escape on the Canadian side. The hearing took place back and forth across the thick black line marking the location of the border across the floor of the library.

The troublesome border was drawn in 1774 when British authorities ordered a surveyor to set the line between the colonies of Canada and Vermont at the 45th parallel, the exact midline between the equator and the North Pole. Local historians have cited records of liquor rations brought along on the trip. And these explain why, they say, when the survey was through, the border was set more than a quarter of a mile too far north. But for that British rum, Derby Line would have been firmly in Canada for the past 205 years, and the border in an unsettled, and much less complicated, stretch of open countryside.

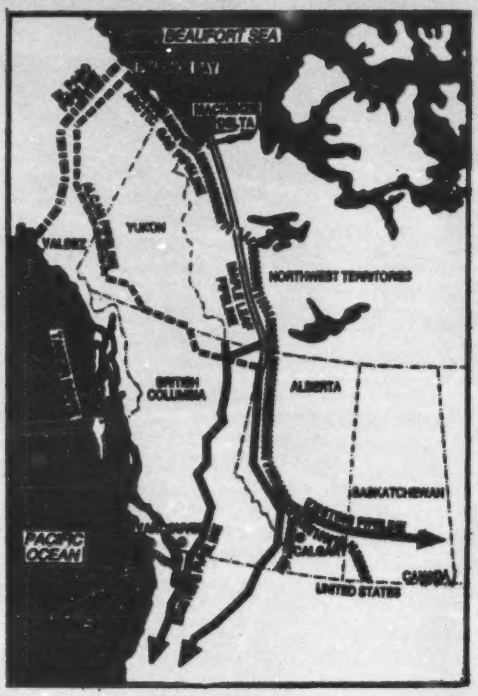
— *Phil Blampied*

FIG. 5.9 BORDER BISECTS HOMES, BUILDINGS, ENTIRE TOWN

Time, August 13, 1979, p. 6.

BEST COPY AVAILABLE

The 2 pipeline proposals



If the federal cabinet decides to go ahead with a northern pipeline, it has two choices:

1 The Arctic Gas project calls for construction of a pipeline stretching 2,300 miles from Prudhoe Bay in Alaska and the Mackenzie Delta in the Canadian Arctic down through the Northwest Territories and on through Alberta to the U.S. and eastern Canada.

The pipeline would pour American and Canadian natural gas into the same pipeline. Gas for Canada would be shipped east through the existing Trans-Canada Pipeline.

Cost of the project: an estimated $8 billion.

2 The Alcan proposal features two pipelines — one to carry U.S. gas, the other Canadian gas.

The Alcan pipeline would stretch 2,753 miles from Prudhoe Bay through the Yukon into B.C. to link up with the existing Westcoast Transmission line and the Alberta Gas Trunkline. The Maple Leaf pipeline, the Canadian gas line, would go for 817 miles from the Mackenzie Delta to the Alberta Gas Trunkline.

Not enough gas has yet been found in Canada's Arctic to justify a pipeline for Canadian gas; the idea would be to construct the Maple Leaf pipeline when sufficient reserves are discovered.

Cost of the proposed Alcan pipeline is $7.3 billion, that of the Maple Leaf line $4.5 billion.

U.S. sets Sept. 1 deadline

OTTAWA

Prime Minister Pierre Trudeau is starting to sound like the white rabbit in Alice in Wonderland, scurrying about, panting: "I'm late. I'm very late."

The U.S. Congress has ordered Carter to find out, preferably by Sept. 1, but no later than Dec. 1, whether Canada will permit Alaskan gas to be moved by pipeline through Canada, and Trudeau wants to oblige.

"We are in a very tight timeframe," Trudeau said last week in announcing the appointment of veteran diplomat Basil Robinson as Canada's new energy czar. Robinson is "to consult closely" with Washington, the Prime Minister said.

To meet the U.S. deadline, the National Energy Board has been prodded to lengthen its hours of sitting on the pipeline applications. In the Commons this week, the Opposition kept sniping at Trudeau for his seemingly unquestioning acceptance of the U.S. deadline as a Canadian imperative.

Trudeau came on like Carter's press secretary: "I want the House to realize that there is pressure upon the president to decide as soon as possible. The difficulties that they had this winter with the cold and fuel shortages have put great pressure upon the administration to make an early decision."

When the Opposition shot back that the Prime Minister of Canada should be concerned with his own duties, not those of the president of the United States, Trudeau snapped: "Oh, for Christ's sake, shut up." He later withdrew the blasphemy.

The Opposition seeks a full-blown debate in Parliament on the pipeline. They are not likely to get it before the decision is made in principle by cabinet.

Although the government does not need Commons approval to issue a permit for the pipeline's construction, it will need parliamentary sanction for a settlement of native land claims, for the establishment of a pipeline authority, and for the provision of a financial guarantee to the big petroleum companies who would build the line.

Those debates promise all the drama and potential trouble for the Liberals that the 1956 pipeline debate held. The Liberals then invoked closure, cutting off debate, to get a financial guarantee through in time to persuade a few big U.S. companies to build the trans-Canada gas pipeline. The arrogance they displayed helped bring on their defeat in the 1957 election.

FIG. 5.10 ARTICLES ON THE PIPELINE PROPOSAL

Toronto Star, May 7, 1977.

BEST COPY AVAILABLE

5-year pipeline delay Berger likely to urge

We are conducting an inquiry about a proposal to build a pipeline along the route of Canada's mightiest river, a pipeline costlier than any in history; a pipeline to be built across our Northern Territories, across a land where four races of people — white, Indian, Metis and Inuit — live, where seven different languages are spoken; the first pipeline in the world to be buried in the permafrost. — MR. JUSTICE THOMAS BERGER, EDMONTON, NOV. 3, 1976.

My people are finding new strength for the struggle that we are going through. That is why I say to you, Mr. Berger, yes, we can stop the pipeline. Our grandchildren will remember us as the people who stopped the pipeline from coming through their land. There will be no pipeline because we, the Dene people, are awakening to see the truth of the system of genocide that has been imposed on us and we will not go back to sleep. — FRANK T'SELEIE, FORT GOOD HOPE, AUG. 6, 1976.

By TERRANCE WILLS
Star staff writer

OTTAWA

After 20 gruelling months of trekking through every community in the vast western stretches of Canada's northern territories, Thomas Rodney Berger sat in Yellowknife last October listening to the 1,717th and last witness before his Mackenzie Valley Pipeline Inquiry. . .

Berger is expected to recommend:

- That no pipeline permit be issued until after native land claims have been settled, and that the commencement of construction be delayed for perhaps five years to let the north prepare for the onslaught of civilization.
- That a route across the southern Yukon be considered in preference to a line from Prudhoe Bay to the Mackenzie Delta and up the Mackenzie River.

The oil companies have been telling the government that if a pipeline isn't built there could be a natural gas shortage in Canada in the late 1980s.

They have also been complaining that Berger has taken too long to complete his report, especially given the gun levelled by Washington at Ottawa to decide whether Canada wants a pipeline, and by what route, before Sept. 1.

The oil companies — the pipeline interests — carp that Berger has taken too long, especially given the gun levelled by Washington at Ottawa to decide whether Canada wants a pipeline, and by what route, before Sept. 1

★ ★ ★

In many parts of the world, people are starving. It is said that two-thirds of the people of the world go to bed hungry each night. We Indian people are sometimes accused of not being willing to share our resources. But what of this absurd scheme that Arctic Gas Pipeline has dreamt up? What does it offer those who are starving? Does it offer to use our resources and our land to help those who are poor?

It suggests exactly the opposite, that we give up our land and our resources to the richest nation in the world, not the poorest. We are threatened with genocide only so that the rich and powerful can become more rich and more powerful.

— Phillip Blake, before the Berger Commission, Fort McPherson, July 9, 1976.

★ ★ ★

Alaskan natural gas is going to be brought south to the richest and most powerful nation in the world, and quickly, via a pipeline across Alaska and then by super-refrigerated ships to the U.S. west coast, or via pipeline across Canada. One way or the other, it is going to happen. Washington would prefer a Canadian route because it would be cheaper and hold out the chance that some Canadian Arctic gas might also find its way to the lower 48 states.

The question facing the Trudeau cabinet is whether it wants to piggyback Canadian gas from the Mackenzie River delta to Canadian markets via a U.S. transmission system running somewhere across northern Canada. That question, no matter how simple it might sound, is momentous. The decision will fundamentally alter the future course of this country's history. . .

"I have been guided by the conviction that this inquiry must be fair and it must be complete," says Berger. It has been both, because Berger himself is persevering and fair; it is the latter adjective that is invariably offered to describe him by his friends and co-workers.

But fair to whom? To the natives? To the oil companies who have invested millions in exploration and environmental studies? To the environmentalists? To the energy-hungry Americans? To future Canadian generations?

The answer is the key to forecasting what Berger will come up with on Monday, and judging by his track record and by the flavor of his hearings the answer is: Fair to the natives. . .

As the hearing concluded, the commission counsel urged: "Not only must the claims be settled first but a substantial period of time, in our estimate 10 to 15 years, must be allowed before major development, to permit the implementation of settlement, for the setting up of institutions, structures and programs which will guarantee the native people of the north a secure political, social and economic base upon which

(CONTINUED ON NEXT PAGE)

FIG. 5.11 ARTICLE ON THE PIPELINE INQUIRY

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(FIG. 5.11, ARTICLE ON THE PIPELINE INQUIRY, CONTINUED FROM PREVIOUS PAGE)

to face the future."

This recommendation greatly irked one of the two consortiums, or groups of companies, that are scrapping with each other to build the pipeline, each claiming that its proposed route is superior.

★ ★ ★

We are a nation, a special group of people with our own land. Our Indian nation will evolve and develop in its own way, in the way we Indian people choose. We do not have to become brown white men to survive. We are Indians and we are proud to be Indians. All the education, all the schooling that you have given us cannot destroy that in us.

— Richard Norysea, before the Berger commission, Fort McPherson, July 10, 1976.

★ ★ ★

It is the land claims issue, along with the skimpier-than-expected gas reserves in the Delta, that will figure prominently in the choice of pipeline routes.

The Mackenzie corridor sought by Canadian Arctic Gas sweeps over and past most of the communities of the Dene Indians (3,000 plus) and would touch the lands on the Arctic coast where nearly 2,000 Inuit live.

tect the unique environment of the northern Yukon and the Mackenzie Delta, as well as the way of life of the native people in this region, and particularly the native people in Old Crow, the Prudhoe Bay gas pipeline should not cross the northern Yukon along either the coastal or the interior route, but rather should follow another route to the south."

Having sat in Parliament for the New Democratic Party in the early 1960s, Berger is political enough to know his recommendations will not go unscathed. Still, it is nice to note in passing that this nation produced a one-man commission that has done such a fair and thorough job on the impact of development in the last frontier, for as Berger himself put it:

"We in Canada think of ourselves as a northern people. The future of the north is a matter that is important to us all. What happens here, here on the northern frontier, here in the northern homeland, will tell us something about what kind of country Canada is, what kind of people we are."

Commission counsel Ian Scott, a Toronto lawyer who is on the same wavelength as Berger, made this point in his final argument: "To pro-

SOURCE: Toronto Star, May 7, 1977.

CORPORATIONS IN CANADA

Company	Ownership
1. General Motors of Canada, Ltd. (Oshawa, Canada)	1. Wholly owned by General Motors Corp., Detroit.
2. Ford Motor Co. of Canada (Oakville, Ontario)	2. Wholly owned by Ford Motor Co., Dearborn, Michigan.
3. Imperial Oil Ltd. (Toronto)	3. Wholly owned by Exxon Corp., N. Y.
4. Canada Pacific Ltd. (Montreal)	4. U.S., 14%; Britain, 7.4%; other, 7.8%.
5. George Weston Ltd. (Toronto)	5. Overwhelming majority of shares owned by Canadians, including Weston family.
6. Bell Canada (Montreal)	6. Shareholders all over the world, majority Canadian.
7. Alcan Aluminum Ltd. (Montreal)	7. U.S., 39.3%; other, 13.6%.
8. Chrysler Canada Ltd. (Windsor, Ontario)	8. Wholly owned by Chrysler Corp., New York.
9. Massey Ferguson Ltd. (Toronto)	9. Wide distribution of stockholders, mostly American.

FIG. 5.12 CANADA'S LARGEST CORPORATIONS AND THEIR OWNERSHIP

The World Almanac and Book of Facts for 1979 (New York: Newspaper Enterprise Association, Inc., 1978), p. 510.

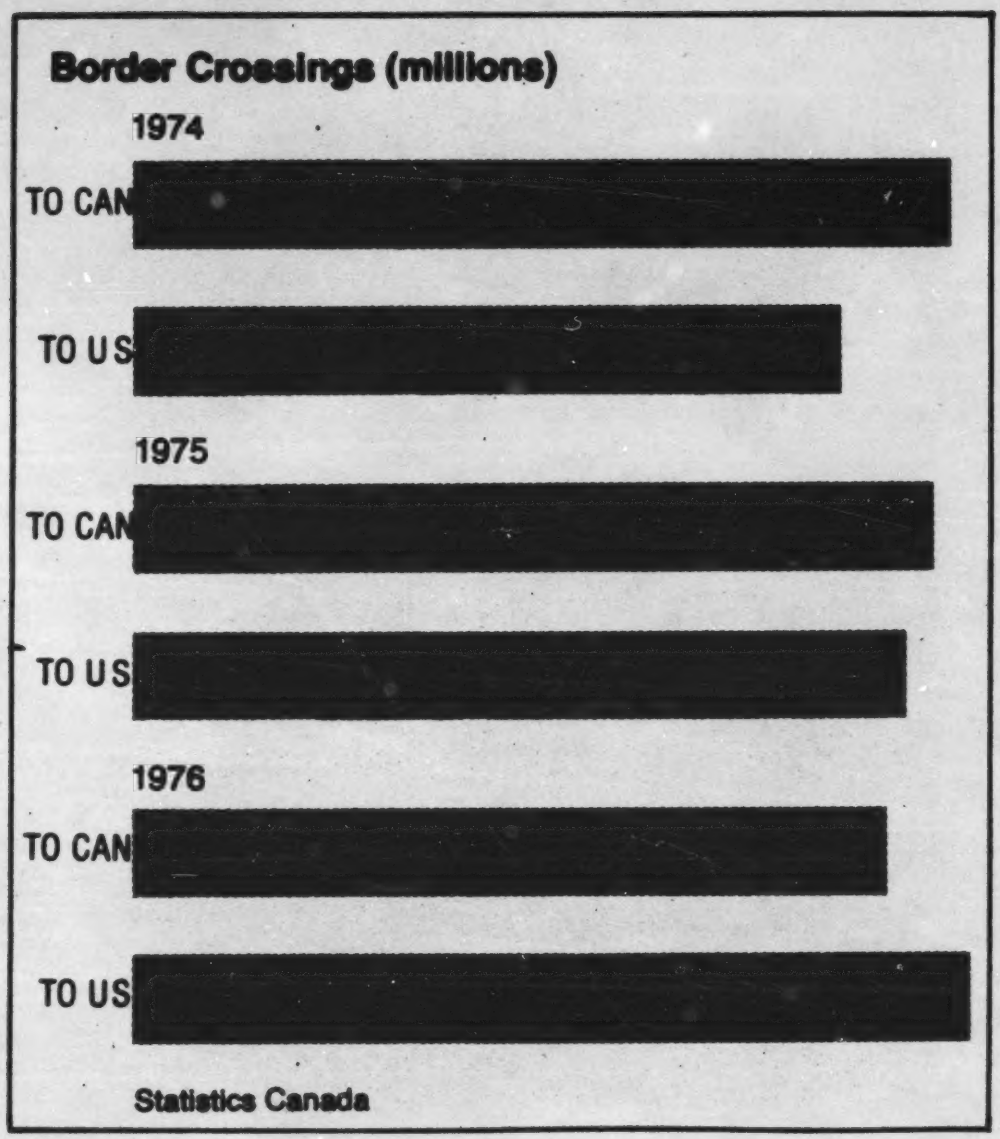

FIG. 5.13 BORDER CROSSINGS (MILLIONS)

Canada: Today/D'Aujourd'hui, Vol. 8, No. 3, 1977.

NORAD

A bilateral agreement was signed by Canada and the U.S.A. in 1958, creating the integrated command, the North American Air Defence Command. NORAD consists of Units of the Canadian Armed Forces and the U.S. Air Defence Command. The agreement has been modified and renewed, most recently until 1980.

The most visible deterrent to a strategic attack on North America is the counterthreat of massive retaliation by a "triad" of intercontinental nuclear missles (ICBMs), submarine-launched ballistic missles (SLBMs), and manned bombers, all controlled by the United States. Part of NORAD's task is to detect and track ballistic missles and warn of their approach through the Ballistic Missle Early Warning System. NORAD also provides a deterrent to a manned-bomber threat by a combination of early warning and surveillance systems, together with a fighter-interceptor capability . . .

Under discussion is a proposal to redefine NORAD boundaries as indicated on the map. When the new regions are formed, in about 1982, two will be in Canada, five in the U.S.A., including one in Alaska. Regional Operations Control Centres for Canada will be North Bay and Edmonton, giving Canada complete control of its own airspace. North Bay will provide an alternative headquarters to Colorado Springs, as it does now.

FIG. 5.14 ARTICLE ABOUT NORAD

US AND U.S.A. (Ottawa: External Affairs Department, 1978).

FIG. 5.15 CANADA'S AIR DEFENSE SYSTEM

Canada and U.S.A.: A View of Canadian/American Relations (Ottawa: Dept. of External Affairs, Fall,1978), p. 10.

TEACHING RESOURCES

ESPECIALLY HELPFUL RESOURCES

For a teacher just beginning to gather information about Canada there are two sources of information that field testers report as being particularly helpful. Both are free of charge.

(1) The Canadian Consulate in New York City furnishes a teacher's packet of booklets about Canada. They also have some items that can be distributed to students. For the Consulate address see the list of addresses near the end of this guide.

(2) The Canadian-American Center at the University of Maine in Orono has produced Teaching Canada: A Bibliography by William J. McAndrew and Peter J. Elliot which field testers find very helpful. For the address of the Canadian-American Center see the section on addresses near the end of this guide.

(3) Note that addresses of publishers are contained in this section on teaching resources. If you should have difficulty obtaining a book directly from a Canadian publisher, order it through a Canadian bookstore, e.g., Shirley Leishman Bookstore, Metcalfe Street, Ottawa, Ontario, or Double-Hook Bookstore, Greene Avenue, Westmount, P.Q.

BIBLIOGRAPHIES LISTING RESOURCES

Canadabooks: Books for Canadian Education. Canadian Books for Secondary Schools (7-13) 1978. Toronto: Canadabooks, 1978. Contains an insert on audio-visual materials.

Canadian Book Information Centre. Checklist. Toronto: Canadian Book Information Center. Ask for the latest edition. Contains over 3,000 titles of Canadian books listed by topics.

Canadian Consulate General. Catalogue of Canadian Films, 16 MM. Canadian Consulate General, 1974. The catalog and the films listed can be obtained free of charge from the Canadian Consulate in New York City.

_____. Film Canada. The Consulate, n.d. (but more recent than the 1974 edition). This catalog and the films listed therein can be obtained free of charge from the Canadian Consulate in New York City.

_____. "Teacher's Packet." Many consulates have packets of free materials for teachers (on occasion, for students also). The content varies, but pamphlets about Canada and maple leaf flags or pins are usually included. Request such materials from the Consulate in New York City. Teachers in the field report that these materials are very helpful.

Canadian Library Association. Canadian Materials. Ottawa: The Library Association.

Canadian Periodical Publishers Association. Magazines Canada. Toronto: The Association. A listing of Canadian journals.

Department of External Affairs. Presentation of Canadian Books. Information Division, Department of External Affairs, Ottawa, 1974. A list of 100 books about Canada selected by the Canadian Government for presentation to certain high schools in the U.S. Books are listed under useful headings such as: Reference, History, Biography, Cookery, Environment, Geography and Travel, Native Peoples, The Arts, Literature, Drama, Poetry, Fiction, Politics and Government, Social Sciences, Sports, and Books in the French Language.

_____. Publications Available Outside of Canada: Catalogue No. 35. Information Services Division, Department of External Affairs, Ottawa. Request the most recent edition. This is a listing of Canadian government publications available to people living outside Canada.

Educators' Progress Service. Educators' Guide to Free Social Studies Materials. Educators' Progress Service, Inc., Randolph, Wisconsin. (The Guide, itself, is not free.)

Grossman Publishers. Jackdaws. Grossman Publishers, n.d. 31 pp. A listing of Jackdaws (facsimiles of primary sources) available from Grossman Publishers.

McAndrew, William J., and Elliot, Peter J. Teaching Canada: A Bibliography. 2nd edition, revised. Canadian-American Center, University of Maine at Orono, n.d. 102 pp. A very helpful listing of a wide variety of teaching resources including annotations and addresses.

Ministry of Education, Ontario. Circular 14: Textbooks. The Ministry, issued annually. Lists textbooks approved by the Minister of Education for use in the schools of Ontario. Contains addresses of Canadian publishers. Indicates the level (elementary, intermediate, or high school) for which a book is appropriate. Lists all the pamphlets in a series produced by some publishers, e.g., the Collier-Macmillan, the Copp Clark, and the Ginn series of pamphlets on aspects of Canadian history. Single copies of Circular 14 are available without charge if teachers write to Stores and Distribution, Central Services Branch, Ontario Ministry of Education, 26 Breadalbane Avenue, Toronto, Ontario, Canada M4Y 1C3.

National Council for the Social Studies. Social Education. The issue for October, 1971, contains bibliographical material as well as articles and a pretest on Canada.

BOOKS AND ARTICLES

Only a few books and articles that field testers recommended are listed here. It was not feasible to do more than that. For a more thorough, annotated listing of books and teaching materials send to the Canadian-American Center at the University of Maine for Teaching Canada: A Bibliography.

Berton, Pierre. The National Dream; The Last Spike (two books under one cover). Toronto: McClelland and Stewart, 1974.

Brebner, J. Bartlet. Canada: A Modern History. Ann Arbor: University of Michigan Press, 1960.

Bowles, R.P.; Hanley, J.L.; Hodgins, B.S.; MacKenzie, W.M.; and Rawlyk, G.A. Protest, Violence and Social Change. Canada: Issues and Options Series. Scarborough, Ontario: Prentice-Hall, 1972.

Other titles in the "Issues and Options" Series:
Canada and the U.S. (1973)
Canadiens, Canadians, and Québécois (1974)

Canada. Investigating Man's World Series. Glenview, Illinois: Scott, Foresman, 1971. Field testers recommended this for use at the 7th grade level.

Careless, J.M.S. Canada: A Story of Challenge. Toronto: Macmillan, 1970.

Cook, Ramsay. Canada: A Modern Study. Toronto: Clarke, Irwin and Company, 1971.

Cornell, P.G.; Hamelin, Jean; Quellet, Fernand; and Trudel, Marcel. Canada: Unity in Diversity. Toronto: Holt, Rinehart, and Winston, 1967.

Current History. The issues for April, 1972; April, 1974; and April, 1977, are devoted to articles on Canada. For the address, see the appropriate section below.

Footprints in the Snow. Mississauga, Ontario: Little Brick Schoolhouse Educational Publications. Contains brief biographies on over 75 Canadian heroes and heroines.

Foreign Policy Association. Great Decisions--1978. Contains a chapter on Canada.

Fry, Earl. Canadian Government and Politics in Comparative Perspective. Washington, D.C.: University Press of America, 1978. Contains information and ideas related to several of the modules in this Guide. It has an excellent summary of significant events in the history of Canada and is written in a manner that makes it easily understood.

Gough, Barry. Canada. Englewood Cliffs, New Jersey: Prentice-Hall, 1975. Describes Canada's emergence as a modern nation concentrating on those aspects of history that are unique to Canada such as: the effects of climate and geography; French Canadian—English Canadian relations; and the myths and realities concerning relations with the United States.

Grime, Alexander R. Canada. Boston & Toronto: Ginn and Company, 1973. For elementary grades.

Herstein, H.H.; Highes, L.J.; and Kirbyson, R.C. Challenge and Survival: The History of Canada. Scarborough, Ontario: Prentice-Hall, 1970.

Hodgetts, A.B., and Gallagher, Paul. Teaching Canada for the '80s. Curriculum Series / 35. Toronto: The Ontario Institute for Studies in Education, 1978.

Kirbyson, Ronald C. In Search of Canada. Scarborough, Ontario: Prentice-Hall, 1977. 2 vols. Intended to solve the problem of reading material that is too difficult, this book is written at the 8th - 9th grade reading level.

Lower, A.J. Canada: An Outline History. Revised. Scarborough, Ontario: McGraw-Hill Ryerson Limited, 1973.

Lower, Arthur R.M. Canadians in the Making: A Social History of Canada. Don Mills: Longmans Green, 1958.

Martinello, I.L. Call Us Canadians. Scarborough, Ontario: McGraw-Hill Ryerson Limited, 1976.

Ministère Des Affaires Intergouvernementales. Quebec in Brief. Available in both English and French.

Milner, Henry. Politics in the New Quebec. Toronto: McClelland and Stewart Limited, 1978.

Ricker, John C., and Saywell, John T. How Are We Governed? Toronto: Clarke, Irwin and Company, 1967, 1971.

Robeson, Virginia A., ed. Documents in Canadian History. Toronto: Ontario Institute for Studies in Education.

Royal Bank of Canada. Conspectus of Canada. Free of charge.

Saywell, John. Canada Past and Present. Toronto: Clarke, Irwin and Company, 1975. Available free from the Canadian Consulate in New York City.

Skeoch, Alan and Smith, Tony. Canadians and Their Society. Toronto: McClelland and Stewart Limited, 1973.

Time, February 13, 1978. The cover story, "Canada--A House Divided," has been found helpful by field testers.

Wood, Dean D. Multicultural Canada: A Teacher's Guide to Ethnic Studies. Toronto: Ontario Institute for Studies in Education, 1978.

Lists over 700 sources including books, articles, brochures, films, and audio-tapes relating to 46 separate ethnic groups.

BOOKLETS ABOUT CANADA APPEARING IN SERIES

CANADIAN CRITICAL ISSUES

A series of paperback books dealing with controversial issues in contemporary Canadian society for high school and postsecondary levels. Uses a case study/discussion approach intended to encourage student participation. Some of the titles are: Crisis in Quebec, Issues in Cultural Diversity, Native Survival, Women in Canadian Society, Foreign Ownership. Toronto: The Ontario Institute for Studies in Education.

"Canadian Controversies Series" consists of books published by Macmillan of Canada in both hard and softcover versions. The topics pertain to national and international political issues.

CANADIAN HISTORICAL BOOKLETS

Various publishers have produced booklets pertaining to specific events in Canadian history. Among these publishers are: The Canadian Historical Association, Collier-Macmillan, Copp Clark, Fitzhenry & Whiteside, Ginn, Holt, Maclean-Hunter, McClelland and Stewart, McGraw-Hill Ryerson, Oxford, University of Toronto Press. The Canadian Historical Association Booklets are listed below.

CANADIAN HISTORICAL ASSOCIATION BOOKLETS

No. 1. Stacey, C.P. The Undefended Border: The Myth and the Reality.

No. 2. Stanley, G.F.G. Louis Riel: Patriot or Rebel? (Translation entitled Louis Riel: Patriote ou rebelle?)

No. 3. Fregault, Guy. La Société Canadienne sous le régime français. (Translation entitled Canadian Society in the French Régime.)

No. 4. MacNutt, W.S. The Making of the Maritime Provinces, 1713-1784.

No. 5. Burt, A.L. Guy Carleton, Lord Dorchester, 1724-1803. Revised version.

No. 6. Trudel, Marcel. Le Régime Seigneurial. (Translation entitled The Seigneurial Regime.)

No. 7. Soward, F.H. The Department of External Affairs and Canadian Autonomy, 1899-1939.

No. 8. Underhill, F.H. Canadian Political Parties.

No. 9. Morton, W.L. The West and Confederation, 1857-1871. (Translation entitled L'Ouest et la Confédération, 1857-1871.)

No. 10. Rothney, G.O. Newfoundland: A History.

No. 11. Ouellet, Fernand. Louis-Joseph Papineau: Un être divisé. (Translation entitled Louis Joseph Papineau: A Divided Soul.)

No. 12. Masters, D.C. Reciprocity, 1846-1911.

No. 13. Brunet, Michel. Les Canadiens et les débuts de la domination britannique, 1760-1791. (Translation entitled French Canada and the Early Decades of British Rule, 1760-1791.)

No. 14. Oleson, T.J. The Norsemen in America.

No. 15. Waite, P.B. The Charlottetown Conference, 1864. (Translation entitled La Conférence de Charlottetown.)

No. 16. Graham, Roger. Arthur Meighen.

No. 17. Beck, J. Murray. Joseph Howe: Anti-Confederate.

No. 18. Eccles, W.J. The Government of New France. (Translation entitled Le Gouvernement de la Nouvelle-France.)

No. 19. Cornell, Paul G. The Great Coalition. (Translation entitled La Grande Coalition.)

No. 20. Whitelaw, W.M. The Quebec Conference. (Translation entitled La Conférence de Québec.)

No. 21. Bonenfant, J.C. Les Canadiens français et la naissance de la Confédération. (Translation entitled The French Canadians and the Birth of Confederation.)

General Editor, J.K. Johnson.

Assistant Editors, B. Weilbrenner, M.S. Cross.

FILMLOOPS--SUPER EIGHT

Eskimo Family Meal.
Eskimo Games and Dances.
Eskimo Hunting and Gathering Food.
Eskimo Reindeer Herd.
Eskimo Village.
Eskimo Winter Activities.
Eskimo Women Prepare a Whale.
Glaciers.
Inuvik: Model Arctic Town.
Life on an Arctic Island.
Reindeer Roundup.
Transportation in Arctic Regions.

Filmloops, 8mm.
Doubleday Multimedia.

FILMS (moving pictures)

Remember that the Canadian Consulate in New York City furnishes films on Canada free of charge. The demand is heavy, however, and requests cannot always be handled. Write for the Consulate's catalog of films in stock.

Teachers of French language should note that films distributed by the Canadian government are available in either French or English.

Some films available from commercial producers are:

The Arctic, Islands of the Frozen Sea. 30 min. Britannica.

Canada: The Atlantic Provinces. 16 min., b&w. Britannica.

Canada: The Industrial Provinces. 16 min., b&w. Britannica.

Canada: The Prairie Provinces. 16 min., b&w. Britannica.

Canada: The Prairie Provinces and the Northwest Territories. 16 min., b&w. Britannica.

Canada: Landform Regions. 15 min. McGraw-Hill.

Canada: Our Northern Neighbor. 20 min. B.F.A.

Canada's Atlantic Provinces. 13 min. Coronet.

Canada's Central Provinces. 13 min. Coronet.

Canada's Pacific Province and Northland. 13 min. Coronet.

Canada's Prairie Provinces and People. 14 min. Coronet.

Canada's Provinces and People. 14 min. Coronet.

Changes in the Maritimes. 13 min., color. McGraw-Hill.

Climate of North America from the North Pole to the Tropic of Cancer. 17 min., color. Britannica.

FILMSTRIPS

THE ARCTIC THROUGH ESKIMO EYES.

My Escape from Death.
The Way Things Used to Be.
Spirits and Monsters.
The Way We Live Today.

Eskimo traditions, music, drawings, current plight.
4 filmstrips, color, sound, grades 2-9.
Cinemedia Limited.

ATLANTIC CANADA--REGIONAL GEOGRAPHY.

Atlantic Canada: Economy.
Atlantic Canada: Geography.
Atlantic Canada: Island of Newfoundland.
Atlantic Canada: Labrador.
Atlantic Canada: New Brunswick.
Atlantic Canada: Nova Scotia.
Atlantic Canada: Prince Edward Island.

7 filmstrips, color, printed notes.
National Film Board of Canada.

CANADA.

The Atlantic Provinces.
Quebec.
Ontario.
The Prairie Provinces and the N.W. Territories.
British Columbia and the Yukon Territory.

5 filmstrips, 5 cassettes or 5 records, color.
National Geographic Society, Washington, D.C.

CANADA.

The Atlantic Provinces.
Provinces of Ontario and Quebec.
The Prairie Provinces.
British Columbia and the Far North.

4 filmstrips, 4 tapes.
Encyclopedia Britannica.

CANADA.

Farm and City in Ontario.
Fishermen in Nova Scotia.
French Canadian Children.
Logging in Canadian Forests.
Vancouver and the Western Mountains.
Villages in French Canada.
Wheat Farmers in Western Canada.

7 filmstrips (silent).
Encyclopedia Britannica.

CANADA.

Atlantic Provinces: Doorstep to a Continent.
Quebec: La Belle Province.
Ontario: Dynamic Heartland.
Prairie Provinces: Wide, Windy, and Wealthy.
The West: Mountains and Fiords.
The North: Canada's Emerging Giant.

Filmstrips with sound (cassettes or records).
Encyclopedia Britannica.

CANADA.

Quebec and the Atlantic Provinces.
Ontario and the St. Lawrence Seaway.
Prairie Provinces and the Northwest Territories.
British Columbia and the Yukon.

Filmstrips with sound (cassettes or records).
Singer Visual Education.

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Problems of bilingualism.

1 filmstrip, 1 cassette or 1 record, discussion guide, secondary grades. Current Affairs.

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Fish.
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Timber.
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Minerals.

6 filmstrips, color.
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CANADA AND THE AMERICAN REVOLUTION: WHOSE SIDE WAS SHE ON?

Shows how Canada became a haven for Loyalists. Gives British view and Colonist view of the war.

1 filmstrip; 1 cassette depicting the British view; 1 cassette depicting the Colonist view; grades 7-12. Current Affairs.

CANADA: NORTHERN GIANT.

A Geographic Overview.
An Historical and Social Overview.
Canadian Industry.
Canadian Mining.
Canadian Natural Resources.
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BFA Education Media.

CANADA: THE TRUE NORTH, STRONG AND FREE.

6 sound filmstrips.
Moreland-Latchford, Toronto.

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Contains comparisons of the U.S. with Canada. Prime Minister Trudeau and René Lévesque discuss bilingualism.

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2 filmstrips, color; 2 cassettes or 2 records; program guide.
Prentice-Hall Media, Tarrytown, N.Y.

THE CANADIAN FLAG.

The Flags of Canada's Past.
How Canada Got Its Flag.
Canadian Flags and How They Are Used.

3 filmstrips, color, sound, all grades.
Cinemedia Limited.

CANADIANS AT WAR: THE MILITARY STORY OF A PEACEFUL PEOPLE.

Struggle for the New Land.
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Defending Canada in a Changing World.

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4 filmstrips, color, sound, grades 5-12.
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Three sets of captioned (silent) filmstrips with 4 to 6 filmstrips per set.

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Discovering Our Heritage.
Our Dual Heritage.
Ontario's Heritage.
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4 filmstrips, color, sound, grades 5-9.
Cinemedia Limited.

DOCUMENTARY ON CANADA.

The Fishermen of Nova Scotia.
Quebec City and the French Canadians.
Pinawa, Manitoba: Suburb for Atomic Energy.
Yellowknife: Capitol of the Northwest Territories.
Canada's Arctic Settlements.
The Port of Vancouver: Canada's Pacific Gateway.

(FILMSTRIPS CONTINUED)

6 filmstrips, color, 6 cassettes or 6 records, 6 guides.
Society for Visual Education, Inc. (Singer)

ETHNIC HISTORY.

A series of filmstrips and other materials on ethnic groups is being prepared by the Ethnic History--Multicultural Project, Department of the Secretary of State, 66 Slater Street, Ottawa, Ontario.

THE FRENCH AND INDIAN WARS.

Covers struggles from 1689 to 1762.

2 filmstrips, color, 1 cassette, grades 7-12.
New England School Supply.

GOVERNMENT IN CANADA.

Constitutional Development.
Federal Government.
Parliamentary Government.
Parties and Elections.
Provincial Government.
Local Government.
You and Your Government.

Among the topics covered are: the B.N.A., the House of Commons, the Cabinet, the Senate, federalism, Loyal Opposition, "in camera", political parties.

7 filmstrips, color, captions (no sound).
National Film Board of Canada.

HISTORY AND GOVERNMENT OF CANADA.

Canada's Government.
Canada's Freedoms.
Jacques Cartier.
Samuel de Champlain.
Law and Order.
War of 1812.

McGraw-Hill.

A JOURNEY THROUGH EARLY CANADA, WITH W.H. BARTLETT.

Sketching the New World: Maritime Scenes.
Quebec and Ontario: Old Colony and New Outpost.
Life Along the Waterways.

Sketches by artist W.H. Bartlett.

(FILMSTRIPS CONTINUED)

3 filmstrips, color, sound, grades 5-12.
Cinemedia Limited.

LIBRARY OF CANADIAN HISTORY (filmstrips)

Discovery of Canada.
The War of 1812.
The 1837 Rebellion--Upper Canada.
The 1837 Rebellion--Lower Canada.
The Opening of the Canadian West.
Canada's North.
Confederation Canada.
Canada's Prime Ministers--A Matter of Style.
The Life of Sir John A. Macdonald.
The Life of Sir Wilfrid Laurier.
The Life of Mackenzie King.
The Hard Times of Louis Riel.
The Great Depression.
Trade Unions: The Canadian Experience.
The Rise of Socialism in Canada.
The Peoples of Canada.
Canadian—American Relations.
Early Canada(from discovery to 1791).

Each filmstrip has an accompanying cassette.

See Hear Now! filmstrips.
Prentice-Hall of Canada.

THE LIVING ARCTIC.

Physical Setting.
Eskimo Heritage.
White Men in the Arctic.
Patterns of Life.
The New North.

5 filmstrips, color, captions (no sound), teacher's guide, transparency, maps, documents, grades 5-12.
Cinemedia Limited.

NATIONAL FILM BOARD OF CANADA.

The National Film Board of Canada has numerous filmstrips for purchase covering such topics as: Frontenac, Wolfe, Cartier, Talon, Champlain, New France, the Northwest Mounted Police, the Modern Eskimo, pioneer homes and schools, Sainte Marie, Lord Selkirk, Lord Durham, seigneurs and seigneuries, habitants, and many others. A series titled STRUGGLE FOR THE BORDER was found helpful by field testers. Send for the Film Board's catalog of filmstrips.

(FILMSTRIPS CONTINUED)

POSTAGE STAMPS TELL CANADA'S STORY.

Introducing the Postage Stamp.
Shaping the Canadian Nation.
Canada and Its Provinces.
Canada: People and Environment.

4 filmstrips, color, sound, all grades.
Cinemedia Limited.

THE SCARLET FORCE: THE STORY OF THE NORTHWEST MOUNTED POLICE.

The Force Rides West.
The Force Keeps the Peace.

The formative years of the mounted police.

2 filmstrips, color, sound, grades 2-9.
Cinemedia Limited.

SEEING CANADA'S WEST AND NORTH.

Discusses landforms and resources, industries, settlement of the Red River Valley, organization of the Northwest Mounted Police.

4 filmstrips, color, 4 cassettes or 2 records, teacher's guide.
Social Studies School Service.

TRANSPORTATION: THE CANADIAN ADVENTURE.

New Ways in a New Land.
Muscle and Steam.
Wheels and Wings.
Today and Tomorrow.

History of transportation in Canada.

4 filmstrips, color, sound, all grades.
Cinemedia Limited.

THE WAR OF 1812.

Presents a Canadian viewpoint. Produced by See Hear Now! of Toronto.

1 filmstrip, color; 1 cassette; program guide.
Prentice-Hall Media, Tarrytown, N.Y.

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A WORLD NEARBY: CANADA.

Social tradition, economy, languages, climate, geography, daily life in the culture, pictures to talk about.

3 filmstrips, 2 cassettes or 2 records, teacher's guide, grades 4-6. Guidance Associates.

MAPS

These would be particularly useful in the Module on Regionalism.

CANADA: MAP READING.

Transparencies and duplicating masters indicating natural regions, climatic regions, settlement patterns, and political divisions within Canada.

12 color transparencies, 28 spirit duplicating masters. Social Studies School Service; or Milliken Publishing Co., St. Louis.

UNITED STATES AND CANADA.

Several colored maps on a large sheet showing physical, climatic, historical, and economic aspects of the United States and Canada.

A Sadlier Map-Pak by Sadlier-Oxford.

NEWSPAPERS

Whether on newsstands or in libraries, the newspapers most readily available to teachers in New York State are listed below.. Some field testers had students subscribe to a Canadian newspaper.

Le Devoir (Montreal, French language)

The Gazette (Montreal)

The Globe and Mail (Toronto)

La Presse (Montreal, French language)

Toronto Star

PERIODICALS

Canada and the World. Toronto: Maclean-Hunter Ltd. Recommended highly by some consultants.

Canada Today/D'Aujourd'hui. Washington, D.C.: Canadian Embassy. Monthly; items of general interest. Easily obtained without charge by writing to the Embassy. Recommended by field testers.

Canada Weekly. Washington, D.C.: Canadian Embassy, Public Affairs Division. Obtained by writing to the Embassy.

The Canadian Forum. Toronto: Survival Foundation, 56 Esplanade East. An independent, monthly journal of opinion and the arts.

Canadian Literature. Vancouver: University of British Columbia. A quarterly containing criticism and reviews in English and in French.

The History and Social Science Teacher. London, Ontario: University of Western Ontario, Faculty of Education.

Maclean's Magazine. Toronto: Maclean-Hunter Ltd. A weekly containing items of general interest. Canada's equivalent to Time or Newsweek.

Quebec Update. New York: Quebec Government House. A summary of important activities and news events in Quebec. Distributed free of charge. See address section of this Guide if you wish to request copies.

Selection of Canadian News. New York: Canadian Consulate General. A summary of major news items. Obtained without charge.

VIDEO CASSETTES

CANADIAN GOVERNMENT: POLICY AND PROCESS.

A series of 18 half-hour interviews with prominent Canadians conducted by Conrad Raabe, Professor of Political Science, Loyola University, New Orleans. Intended for college classes.

Video cassettes, 3/4 inch. For further information contact the Canadian Embassy, Washington, D.C.

MISCELLANEOUS RESOURCES

AUDIO TAPES.

Sound Archives of the Public Archives Division in Ottawa will furnish tape recordings of speeches of Members of Parliament.

CANADA: A TIME TO REMEMBER.

Oral history. An account of the country, province by province. Folk guitar background and occasional sound effects.

Fourteen-volume record collection produced by Confederation Records distributed by the Book Society of Canada.

CAUCUS.

A classroom simulation game designed to acquaint participants with some problems in governing Canada.

16 to 46 participants. Grades 7 -- community college.
Van Nostrand Reinhold.

ENCYCLOPEDIA CANADIANA, published by Grolier of Canada.

FOLKSONGS ABOUT CANADA.

Canada's Story in Song with Alan Mills.
"O Canada"--A History in Song with Alan Mills.
Folks Songs of the Canadian North Woods.
The Eskimos of Hudson Bay and Alaska.

Folkways Records. Folkways also has several volumes of folksongs from the various regions of Canada.

Canadian Folk Music. One ten-inch record, 33 1/3 rpm. Columbia Records.

FOLLOW THE LEADERS.

The Only Game in Town.
The House on the Hill.

A disc recording explaining the structure and function of the Canadian parliamentary system of government.

Radio Canada International, Montreal, Quebec.

THE GREAT GAME OF CANADA.

A simulation game manufactured by Irwin Toys, Ltd., 43 Hanna Avenue, Toronto, Ontario, M6K 1X6.

JACKDAW KITS.

Jackdaw Kits (facsimiles of primary sources) are available for many events in the history of Canada. Available in the U.S. from Grossman Publishers and in Canada from Clarke, Irwin and Company. Send for the publisher's Jackdaw catalog. Mention your interest in their Canadian series.

THE KLONDIKE GOLD RUSH OF 1897-99.

Documentary photos showing the rush to Yukon territory, including pictures of Chilcoot Pass, dog teams, mining towns and diggings.

15 "Documentary Photo Aids" 11" x 14" on heavy, glossy stock.
Social Studies School Service.

THE LAST SPIKE.

A board game somewhat similar to Monopoly. Pertains to the building of the Canadian transcontinental railroad.

Produced by Gamma Two Games, P.O. Box 46347, Vancouver, B.C. V6R 4G6.

OH! CANADA.

A packet containing a game board, spinner, booklet of word puzzles and suggested activities, a comic book, and a phonograph record. It is bilingual and can be played by 2, 3, 4, or more players.

Produced by the Commissioner of Official Languages, Ottawa, Ontario, K1A 0T8, and is probably available from the Canadian Consulate nearest you.

RADICALS VS. TORIES.

A simulation game in which students play the roles of Radicals, Tories, and Moderates around 1776. Emphasizes causes of the American Revolution. Grades 7-12.

New England School Supply.

RECIPES.

Canadian Home Economics Association. The Laura Secord Canadian Cook Book. Henry, Sally, ed. McClelland and Stewart, 1966.

A SONG HISTORY OF CANADA.

The First Canadians.
The Advent of the English.
Toward Confederation.
The Nation Develops.

2 records.
Radio Canada International, Montreal, Quebec.

WORD PUZZLES

Mayer, Theo. Canadian History Hidden Word Puzzles. Laval, Quebec: Gilbert Associates, 1978.

An inexpensive book for student use containing 25 word puzzles that require a knowledge of Canadian history for solution. Answers and explanatory notes for the teacher are contained in a separate booklet titled Notes and Answers: Canadian History Hidden Word Puzzles. The next section, "Addresses", indicates the address of the publisher.

NOTE. Just as this Guide was going to press, the following bibliography was published and should be mentioned even though it appears out of sequence.

Robeson, Virginia, and Sylvester, Christine. Teaching Canadian Studies: An Evaluation of Print Materials, Grades 1-13. Toronto: Ontario Institute for Studies in Education, 1980. Presents evaluations of nearly 500 publications in Canadian history, geography, government and politics, economics, consumer education, law, social studies, and social issues.

ADDRESSES

Anansi Press Ltd.
35 Britain Street
Toronto, Ontario M5A 1R7

BFA Educational Media
Div. of Columbia Broadcasting System, Inc.
2211 Michigan Avenue
Santa Monica, California 90404

Book Society of Canada, Ltd.
4386 Sheppard Avenue East
P.O. Box 200
Agincourt, Ontario M1S 3B6

Canadabooks: Books for Canadian Education
70 The Esplanade, 3rd Floor
Toronto, Ontario M5E 1A6

The Canada Council Touring Office
151 Sparks Street
P.O. Box 1047
Ottawa, Ontario K1P 5V8

The Canada Studies Foundation
252 Bloor Street West
Toronto, Ontario M5S 1V5

Canadian-American Center
160 College Avenue
University of Maine
Orono, Maine 04473

Canadian Arctic Producers
P.O. Box 4130 Station C
Ottawa, Ontario K1S 5B2

Canadian Book Information Centre
70 The Esplanade
Toronto, Ontario M5E 1A6

Canadian Consulate General
1 Marine Midland Center, Suite 3550
Buffalo, New York 14203

Canadian Consulate General
1251 Avenue of the Americas
New York, New York 10020

Canadian Embassy
Office of Information
1771 N Street NW
Washington, D.C. 20036
(Furnishes free copies of Canada Today/D'Aujourd'hui.)

Canadian Folk Music Society
c/o Music Department
University of Moncton
Moncton, New Brunswick

Canadian Government Travel Bureau
Office of Tourism
150 Kent Street
Ottawa, Ontario K1A 0H6

Canadian Historical Association
c/o Public Archives of Canada
Ottawa, Ontario

Canadian Library Association
151 Sparks Street
Ottawa, Ontario K1P 5E3

Canadian Periodical Publishers Assoc.
3 Church Street, Suite 407
Toronto, Ontario M5E 1M2

CBC
354 Jarvis Street
Toronto, Ontario M4Y 2G6

CBC Learning Systems
Box 500 Terminal "A"
Toronto, Ontario M5W 1E6

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Toronto, Ontario M6C 1B8

Collier-Macmillan Canada Ltd.
1125B Leslie Street
Don Mills, Ontario M3C 2K3

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517 Wellington Street West
Toronto, Ontario M5V 1G1

Current Affairs/Young World
24 Danbury Road
Wilton, Connecticut 06897

Current History
4225 Main Street
Box 4647
Philadelphia, Pa. 19127

Denoyer-Geppert Company
Subs. of the Times Mirror Company
5235 Ravenswood Avenue
Chicago, Illinois 60640

J.M. Dent & Sons (Canada) Ltd,
100 Scarsdale Road
Don Mills, Ontario M3B 2R8

Department of External Affairs
Information Services Division
Ottawa, Ontario

Donars Productions
P.O. Box 24
Loveland, Colorado 80537

Doubleday Multimedia
P.O. Box 11607
1371 Reynolds Avenue
Santa Ana, California 92705

Encyclopedia Britannica Publication Ltd.
Instructional Materials Division
151 Bloor Street West
Toronto, Ontario M5S 1T1

Eye Gate House
146-01 Archer Avenue
Jamaica, Long Island
New York 11435

Fitzhenry & Whiteside
150 Lesmill Road
Don Mills, Ontario M3B 2T5

Folkways Records and Service Corp.
701 Seventh Avenue
New York, New York 10036

Foreign Policy Association
345 East 46th Street
New York, New York 10017

Gage Educational Publishing Ltd.
P.O. Box 5000, 164 Commander Blvd.
Agincourt, Ontario M1S 3C7

Gamma Two Games
P.O. Box 46347
Vancouver, B.C. V6R 4G6

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4358 Notre Dame
Laval, Quebec H7W 1T6

Ginn and Company
35 Mobile Drive
Toronto, Ontario M4A 1H6

Griffin House Publishers
Griffin Press Ltd.
455 King Street West
Toronto, Ontario M5V 1K7

Grolier Educational Associates
Multi-Media Division
200 University Avenue
Toronto, Ontario M5H 3E2

Grossman Publishers
A Division of The Viking Press
625 Madison Avenue
New York, New York 10022

Guidance Associates
A Subsidiary of Harcourt Brace
Jovanovich, Inc.
757 Third Avenue
New York, New York 10017

Holt, Rinehart and Winston of Canada Ltd.
55 Horner Avenue
Toronto, Ontario M8Z 4X6

International Boundary Commission
612 Booth Street
Ottawa Ontario

Longman Canada Limited
55 Barber Greene Road
Don Mills, Ontario M3C 2A1

Little Brick Schoolhouse
Educational Publications
P.O. Box 190, Clarkson Station
Mississauga, Ontario L5Y 3Y1

Maclean-Hunter Learning Materials
70 Bond Street
Toronto, Ontario M5B 1X3

Maclean's (Magazine)
481 University Avenue
Toronto, Ontario

Macmillan Company of Canada Limited
70 Bond Street
Toronto, Ontario M5B 1X3

McClelland & Stewart Ltd.
25 Hollinger Road
Toronto, Ontario M4B 3G2

McGraw-Hill Ryerson Limited
330 Progress Avenue
Scarborough, Ontario M1P 2Z5

McIntyre Educational Media Ltd.
30 Kelfield Street
Rexdale, Ontario M9W 5A2
NOTE: In the U.S. write:
McIntyre Visual Publications, Inc.
716 Center Street
Lewiston, New York 14092

Milliken Publishing Co.
St. Louis, Missouri 63101
(transparencies & masters)

Ministère Des Affaires
Intergouvernementales
1225 Place Georges V
Quebec City, Quebec G1R 4Z7

Ministry of Education, Ontario
Queens Park
Toronto, Ontario

Moreland-Latchford
299 Queen Street West
Toronto, Ontario M5V 2S6

National Council for the Social Studies
3615 Wisconsin Avenue, NW
Washington, D.C. 20016

National Film Board of Canada
16th Floor
1251 Avenue of the Americas
New York, New York 10020
(P.O. Box 6100 Montreal, Quebec)

National Geographic Educational Services
National Geographic Society
17th & M Streets, NW
Washington, D.C. 20036

New England-Atlantic Provinces-Quebec
Center (See Canadian-American Center.)

New England School Supply
A Milton Bradley Company
P. O. Box 1581
Springfield, Massachusetts 01101

The Ontario Institute for Studies in
Education
252 Bloor Street West
Toronto, Ontario M5S 1V6

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70 Wynford Drive
Don Mills, Ontario M3C 1J9

Prentice-Hall of Canada, Ltd.
See Hear Now! filmstrips
1870 Birchmount Road
Scarborough, Ontario, Canada M1P 2J7

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Quebec Government House
17 West 50th Street
Rockefeller Center
New York, New York 10020

Radio Canada International
Recorded Programs, Transcription
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P.O. Box 6000
Montreal, Quebec, Canada H3C 3A8

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11 Park Place
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1345 Diversey Parkway
Chicago, Illinois 60614

Sound Archives
Public Archives Division
344 Wellington Street
Ottawa, Ontario K1A ON3

Stratford Shakespearean
Festival Foundation
Stratford, Ontario

United Nations
Office of Public Information
United Nations Building
New York, New York 10017

University of Toronto Press
63A St. George Street
Toronto, Ontario M5S 1A6

Van Nostrand Reinhold Ltd.
1410 Birchmount Road
Scarborough, Ontario M1P 2E7

Visual Education Centre
95 Berkeley Street
Toronto, Ontario

Walt Disney Educational Materials Co.
800 Sonora Avenue
Glendale, California 91201

GLOSSARY OF TERMS

ACADIA. Originally Acadie, the name given by France to its Atlantic seaboard possessions in the late 16th, 17th, and early 18th centuries. In 1713 France ceded Acadia to Britain, and in 1755 Britain expelled between 6,000 and 10,000 Acadians for refusing to take an oath of loyalty to Britain. Many Acadians returned subsequently, and these people preserved their French-speaking culture. Today there are a number of Acadians living in New Brunswick, Nova Scotia, Prince Edward Island and the Gaspé. Many of these are actively attempting to preserve their cultural heritage.

ANGLICIZE. To cause someone to become adapted in customs, manners, or outlook to the English-speaking world. In Canada many Québécois and Acadians are anxious to avoid becoming Anglicized.

ANGLOPHONE. A person who speaks English. Often used to describe Canadians who strongly support English culture.

BATEAU. Boat. A flat-bottomed cargo and passenger boat approximately 30 feet long that is propelled by oars, poles, or sail. It was originally designed in the late 18th century for use on the river route between what is now Quebec and Ontario. It was also used in the Northwest.

BRAIN DRAIN. The immigration during the last decades of some Europeans and many British to Canada because it seemed to offer them a greater opportunity to use their abilities.

CANADIAN SHIELD. A vast region of eroded pre-Cambrian rocks that extends in the shape of a huge "U" around both sides of the Hudson Bay. It embraces much of the Northwest Territories, Manitoba, Ontario, and Quebec and covers an area of nearly 2,000,000 square miles. Although it is now attractive for its natural and recreational resources, historically this virtually impenetrable wilderness, devoid of arable land, presented an enormous obstacle to settlement westward from Ontario and Quebec to the prairies.

CHARTER GROUP. The term used to describe the first two major white ethnic groups to settle or to "found" Canada--the French and the English. This concept of the two charter groups helps to account for the fact that Canada is officially bilingual and bicultural.

CLIMATIC REGIONS. Areas determined by the average course or condition of weather at a particular place over a period of years. The climatic regions in Canada from north to south include: a) Tundra; b) Sub-arctic (boreal, includes most of Canada); c) Marine west coast, upland, and mountain (British Columbia east to the Atlantic Ocean); and d) Middle latitude desert and steppe (parts of Alberta).

COUREUR-DE-BOIS. One who ranges in the woods. The independent French-Canadians who traveled into the wilderness south and west of the St. Lawrence River from ca. 1650-1820. They sought furs, especially beaver pelts, for the Montreal fur merchants.

CULTURAL MOSAIC. The debated theory that each ethnic group retains its cultural identity within the larger framework of the Canadian nation.

EAST EUROPEANS. Ethnic groups such as the Ukrainians who were encouraged by the Canadian government in the 1890's to come to Canada to establish farming communities on the prairies. Between 1900 and 1911, about 80,000 arrived.

EGALITARIANISM. The suppression of all distinctions between individuals and groups as inherently unjust. For example, the Canadian Bill of Rights, assented to in 1960, states that specific human rights and fundamental freedoms exist for all Canadians without discrimination by reason of race, national origin, color, religion, or sex. It can also refer to the traditional equality of nations under international law as in some undertakings of the United Nations.

FILLES DU ROI. Daughters of the King. The group of nearly 1,000 women brought to New France from France by clerical and governmental authorities. Immediately upon arrival, the women were married to the unattached men in Montreal and Quebec. They were expected to produce a number of children and to help domesticate society.

FRANCOPHONE. A person who speaks French. Often used to describe Canadians who strongly support French culture.

"GOING TO THE COUNTRY". This involves a vote of censure which stems from a motion, usually moved by the leader of the Opposition, expressing lack of confidence in the Government. If the motion carries, the Government either resigns or asks the Governor-General's pro forma permission to dissolve Parliament. If the latter option is chosen, the government is asking the electorate (going to the country) to elect enough members of the Government's party to enable the Government to continue its policies.

HABITANT. Inhabitant. Small farmer within the feudal system of land ownership in New France. The habitant combined loyalty to the government, the Church, and his seigneur, with a modicum of "rugged individualism."

INDIGENOUS PEOPLE. Natives.

INUIT. Once known as Eskimos, this group of about 18,000 people prefer to be called Inuit. The majority live in the Northwest Territories. About 1,300 live in Labrador and about 3,500 in arctic Quebec. They are supervised by the Department of Indian Affairs and Northern Development which has helped to provide markets for the distinctive soapstone carvings and other Inuit crafts. The Inuit presently face the problem of maintaining their culture while being increasingly exposed to non-Inuit mores.

JE ME SOUVIENS. I remember. A motto of French Canadians and Québécois that reflects their concern with preserving their cultural heritage against any forces of assimilation from English-speaking Canada.

JESUIT. A member of a religious society of men that was founded in Europe in 1534. In New France, Jesuits undertook the conversion of native

people to Roman Catholicism. Accounts of their work, for example, St. Marie among the Hurons (1630-1648), can be found in the multi-volume series, The Jesuit Relations.

LANDFORMS. Specific features of the earth's surface resulting from natural causes, for example, mountain ranges and plains. Significant landforms in Canada include the great plains of Alberta and Saskatchewan and the Rocky Mountain range.

LANGUAGE ENCLAVES. Particular areas where people who speak the same language reside. See Figure 2.3 entitled "Language Distribution in Canada."

MARITIME PROVINCES. The areas between the St. Lawrence River and the Atlantic Ocean--New Brunswick, Prince Edward Island, Nova Scotia. When Newfoundland is included, then the correct title is the Atlantic Provinces. All of these provinces depend heavily on maritime activities for their economic survival.

MELTING POT. The theory, now considered questionable, that immigrants to the United States lost their ethnic identities and readily entered the main stream of American culture.

MERCANTILISM. An economic system intended to increase the power of a nation by attaining bullion, monopolies, and a favorable balance of trade. For example, France acquired New France and other colonies for the purpose of taking raw materials from them and sending them finished products. Such monopolies were expected to provide a favorable balance of trade that would enhance France's wealth and power. England also tried to apply this system to its colonies.

MÉTIS. The term originally applied to the offspring of French-Canadian fur traders and Indian women. Now that the term half-breed is no longer used, Métis also refers to the offspring of English-Canadian fur traders and Indian women. During the middle of the 19th century the Métis were active buffalo hunters. White men pushing west in the 1870's and 1880's clashed with the Métis. Today such organizations as the Manitoba Métis Federation are assisting the Métis in establishing claims to their lands.

MIDDLE POWER. A nation or political entity that is more politically and economically advanced than developing nations, but is not comparable in military strength to the superpowers. The role of a middle power often is to mediate between superpowers, or to promote the development of some third world countries.

NATIVE PEOPLE. The first human inhabitants of Canada--the Indians and Inuit.

NATO. The North Atlantic Treaty Organization. Established in 1949 to create a single unified defense force to safeguard the security of the North Atlantic area. It includes several nations in Western Europe as well as the United States and Canada.

NORAD. The North American Air Defense Command came into effect in 1957. It is a formal agreement between Canada and the United States whereby Canada contributes a number of forces to a joint air defense system for

North America. Its mission is to provide warning against attack and to defend the North American continent.

OAS. The Organization of American States. A regional organization comprised of twenty Latin American countries and the United States. Created in 1948 to provide a forum for peaceful settlement of disputes among its members and to provide an apparatus for defending the hemisphere from attack.

PEMMICAN. Lean buffalo meat cut into thin slices, dried in the sun, pounded fine, mixed with fat, and packed in sacks of hide. Used by coureurs-de-bois and others who traveled in the wilderness.

PHYSIOGRAPHY. A description and genetic interpretation of the earth's surface. The physiographic regions of Canada include Western Cordilla (Pacific Coast region), Interior Lowlands, Arctic Lowlands, Canadian Shield, and Appalachians.

QUÉBÉCOIS. French-Canadian nationalists who want cultural, political, and economic autonomy for the province of Quebec. They prefer the name Québécois because it suggests more of a sense of independence than French-Canadian.

REFUGEE. One who flees his or her country primarily for political reasons and who is allowed into another country. Canada has been a refuge for a number of people ranging from the Loyalists in the 1770's to the "boat people" of Indochina in the 1970's and 1980's.

REPERTORY COMPANY. A performing arts company that presents year after year a number of different productions during a season. For example, the Stratford Ontario group.

SEIGNEUR. The lord of a large tract of land within the feudal system of land ownership existing in New France. The seigneur's role was to furnish local defense and government for the habitants who did the farming.

SOUTH ASIA. The countries of India, Pakistan, and Sri Lanka. From 1975 to 1979, Indians accounted for about 4.5% of the new Canadian immigrants each year. They have tended to settle in cities, but future immigrants from India and other South Asian countries may be affected by the recent immigration policy that seeks to place immigrants in less densely populated areas of Canada.

SOVEREIGNTY (AND SOVEREIGNTY-ASSOCIATION). Supreme power over a body politic or freedom from external control. The policy of the Parti Québécois endorses the political sovereignty of Quebec but also economic association with the rest of Canada.

STEREOTYPE. A standardized mental picture held in common and representing an oversimplified opinion or uncritical judgment. For example, all Canadians play hockey.

SUPERPOWER. A term applied specifically to the United States and the Soviet Union whose military strength greatly exceeds that of all other countries.

TALENT DRAIN. The emigration of Canadian performing artists from Canada to Europe or the United States in the 1950's and 1960's. To some extent this is no longer the case because, for a variety of reasons, Canadians no longer have to leave their country permanently to be recognized as stars.

TARIFF. A schedule of duties imposed by a government on foreign goods for revenue, for protection of domestic goods, or for negotiation with other countries.

THIRD WORLD. Most of the nations of Asia, Africa, the Middle East, and Latin America which do not officially belong to the military alliance systems propagated by either the United States or the Soviet Union and which have not as yet achieved a high degree of industrial development. Canada supplies monetary and technical assistance to many of these nations.

THRONE SPEECH. A speech delivered by the Governor-General to Parliament at the opening of each session. The speech, prepared by ministers of the government, announces the government's proposed legislation and policies. It is followed by two weeks of debate during which the government's policy is reviewed.

TOPOGRAPHY. The configuration of a surface, including its relief, the position of its stream, lakes, roads, cities, etc.

UNDER CONTRACT (INDENTURED LABOR). Workers who were brought to a country under contract to work for a given period of time. In Canada the best example is the importation of 1,700 Chinese people to work on the Canadian Pacific railroad in the 1880's.

VOYAGEURS. Travelers. The canoemen, usually French-Canadian, Indian, or Métis, who provided transport into the interior for the fur traders.

APPENDIX

MODULE II: THE FRENCH FACT

(in French)

Note. What follows is a translation of the teaching strategies that appeared in Module II. It is intended for teachers and students of the French language.

MODULE II

LE FAIT FRANÇAIS

PLAN D'ENSEIGNEMENT

Note. Le matériel pédagogique concernant les questions de controverse est souvent ennuyeux puisqu'on essaie de n'offenser personne. Le fait français est un sujet de grande polémique au Canada. Le plan d'enseignement dans ce domaine est assez libre. On permet à l'étudiant de faire sa propre conclusion. En même temps on le laisse examiner les points de vue extrêmes qui ne sont pas toujours très populaires avec la majorité des Canadiens.

1. Plan d'introduction. Le professeur demandera aux étudiants de raconter tout ce qu'ils viennent d'entendre à propos du Canada. Est-ce qu'on mentionne plus souvent les problèmes concernant le Canada français ou l'indépendance du Québec que tout autre aspect de la culture canadienne? Si c'est le cas, quelle est l'importance de ces problèmes pour les Canadiens? Pour les Américains?

2. Le professeur demandera aux étudiants de considérer le scénario suivant: Supposez que vous êtes le chef d'un pays qui vient de conquérir un vaste territoire habité par un peuple ayant une autre langue et une religion différente. Est-ce que vous obligeriez ce peuple conquis d'accepter votre langue et votre religion? Comment pourriez-vous réaliser cela? Si vous permettez à ce peuple de conserver sa propre religion et sa propre langue, quels seront les problèmes éventuels pour vous? Ensuite examinez et discutez la politique du roi d'Angleterre Georges III envers les Français défaits au Canada après la victoire de 1760.

3. Malgré le rapprochement culturel et la collaboration de plus en plus importante entre le Canada français et la France, il existe des différences considérables. Le professeur fera voir aux étudiants sachant le français le tableau linguistique (Figure 2.1).

   - Pourquoi le français parlé au Québec est-il différent de la langue parlée en France?
   - Discutez pourquoi beaucoup des mots utilisés au Québec reflètent le milieu canadien.
   - Discutez l'importance de deux cents ans d'isolement culturel du Canada français de la mère-patrie.

4. Le professeur soulignera l'importance de la guerre de Sept Ans comme point tournant dans l'histoire d'Amérique du Nord en faisant jouer par les étudiants un petit drame dans lequel on apprend la nouvelle de la bataille des Plaines d'Abraham à Québec sans savoir qui sont les troupes victorieuses. Quelques étudiants pourraient jouer le rôle des colons anglais riches et pauvres. Chaque étudiant en jouant son rôle pourrait contempler quel serait son avenir si son côté perdait. Est-ce qu'une défaite en guerre a les mêmes conséquences pour les riches que pour les pauvres? En fin de compte est-ce qu'on a traité les Français du Canada différemment de la plupart des peuples conquis à travers l'histoire?

5. Un étudiant lira Evangeline de Longfellow (ou un résumé de l'oeuvre). Ensuite il pourra parler devant la classe du poème, du sort des Acadiens et de l'exactitude du récit de Longfellow. On pourrait discuter aussi la licence poétique dans cet ouvrage classique.

6. Le roman Deux Solitudes de Hugh MacLennan aide d'une façon excellente les étudiants à comprendre les différences culturelles au Canada entre anglophones et francophones. Ce roman jouit d'une nouvelle vague de popularité depuis les élections de 1976 au Québec. Un étudiant le lira et en parlera à toute la classe.

7. Les étudiants feront des recherches indépendantes en choisissant un des sujets de la liste suivante. Ils en parleront à la classe. (Le professeur choisira peut etre de donner toute la liste comme devoirs pour toute la classe.) Les étudiants expliqueront la relation de chaque événement avec le conflit entre les cultures anglaise et française en indiquant aussi l'effet que chacun avait sur le conflit lui-même. Ils devront aussi indiquer si tout cela aggravait ou améliorait la situation. Note. L'index de tout livre de l'histoire du Canada ou du Québec serait utile mais on recommende surtout le Rapport de la Commission royale d'enquête sur le bilinguisme et le biculturalisme. Pour se servir le mieux de ce plan, le professeur donnera aux étudiants une série de devoirs sur les questions pertinentes de l'époque étudiée.

   - L'Acte de Québec 1775
   - L'Acte constitutionnel 1791
   - Le Rapport Durham 1839
   - La Rebellion de 1837-38
   - L'insurrection de Louis Riel
   - Les crises de conscription (Ire et IIe Grandes Guerres Mondiales)
   - La crise d'octobre 1970
   - Le Bill 22
   - Les élections de 1976 au Québec
   - Le Bill 101
   - Le référendum de 1980

8. Tout étudiant de la deuxième ou troisième année de français fera des recherches sur les sujets de Paragraphe 7 (ci-dessus) en se servant d'un texte en français. En classe on fera une comparaison des sources anglaises et françaises. Quelles sont les différences importantes observées? Qu'est-ce que cela nous apprend des conceptions divergentes de leur propre histoire que nous retrouvons chez les étudiants anglophones et francophones au Canada?

9. Note. Le but de ce plan est de faire observer par l'étudiant un point de vue extrême. L'exercice est libre ce qui permettra plusieurs conclusions intéressantes.

   Beaucoup de Canadiens-français se considèrent comme "les nègres blancs d'Amérique". (C'est d'ailleurs le titre d'un livre de Pierre Vallières, nationaliste québécois.) Les étudiants détermineront jusqu'à quel point cette étiquette semble juste. Le professeur fera comparer aux étudiants la situation actuelle des Noirs aux États-Unis à celle des francophones au Canada. On comparera également les origines du rang inférieur de chaque groupe dans son pays respectif en discutant les questions suivantes:

- Quelles raisons différentes poussaient les premiers ressortissants de ces deux groupes vers l'Amérique du Nord?

- Comment est-ce que les autres peuples ayant la même religion traitaient ces groupes?

- Quelles formes de discrimination ces deux groupes ont-ils subies avant 1900? Après 1900?

- Jusqu'à quel degré est-ce que le préjudice contre les deux groupes les empêchait de jouer un rôle actif dans l'évolution de la vie culturelle et économique des deux pays? Quels autres faits étaient responsables de leur exclusion?

10. Les étudiants observeront dans Figure 2.2 la caricature de l'ancien premier ministre Lester Pearson.

- Selon le caricaturiste, quel effet le conflit anglo-français a-t-il sur le Canada?

- Quelle est l'attitude du caricaturiste envers ce conflit?

- Comment est le mouvement pour l'indépendance du Québec un problème crucial pour <u>tous</u> les Canadiens?

- L'indépendance du Québec affecterait les différentes régions et les différents peuples du Canada de façons différentes. Comment et pourquoi?

11. Les étudiants examineront dans Figure 2.3 la carte du Canada indiquant les frontières linguistiques.

- Selon les données indiquées, quelles conclusions pourriez-vous faire sur le bilinguisme comme fait social au Canada?

- Quelle est la signification de l'existente persistente d'enclaves linguistiques isolées dans plusieurs régions du pays?

- Qu'est-ce qui se passerait chez les minorités francophones en dehors du Québec, si cette province devenait indépendante?

- Quelles seraient peut-être les attitudes dans l'Ouest canadien envers le bilinguisme et le biculturalisme?

- A quel degré le bilinguisme et le biculturalisme existent-ils aux États-Unis? A quel point est-ce un problème?

12. Les étudiants liront les articles dans Figures 2.4 et 2.5 qui parlent de la politique du bilinguisme au Canada et en Belgique. On se servira de la carte linguistique dans Figure 2.6 en faisant cet exercice.

- Quelles sont les langues en question dans chaque pays? Pourquoi la Belgique et le Canada sont-ils bilingues?

- Quels sont les problèmes causés par le bilinguisme? Quelles sont les autres difficultés qui ne sont pas de nature linguistique?

- Quel degré de succès chaque gouvernement a-t-il dans sa tentative de satisfaire les besoins de son pays?

- Jusqu'à quel degré est-ce que la question linguistique domine la vie politique des deux pays?

- Comment est-ce que les aspects géographiques du territoire national affectent le problème linguistique?

- Y a-t-il d'autres pays ayant plus d'une seule langue officielle? Donnez-en des exemples.

- Quels sont les problèmes associés à la politique officielle sur le bilinguisme au Canada? Quels sont les bénéfices de cette politique?

13. Les étudiants analyseront les citations dans Figure 2.7. Il leur faudra identifier la personne qui parle ainsi que l'époque et le message de la citation.

    En se servant des observations et des points de vue qui résultent de cette analyse, le professeur fera écrire par un groupe d'étudiants une lettre contenant des conseils aux gens qui favorisent l'indépendance du Québec. Il fera préparer par un autre groupe une lettre donnant des conseils au premier ministre canadien qui essaie de conserver l'unité du Canada.

14. Dans les Figures 2.8 jusqu'à 2.12 on trouvera une série d'articles, d'éditoriaux et de lettres au rédacteur sur le bilinguisme et l'indépendance du Québec. On devisera la classes en petits groupes. Chaque groupe lira un article, une lettre, ou un éditorial et préparera un rapport pour présenter à toute la classe.

    Ces rapports devraient:

    - résumer le point de vue exprimé dans la lecture concernant la question linguistique ou l'indépendance.

    - identifier l'auteur ou la source du point de vue exprimé dans la lecture en indiquant comment l'opinion de l'auteur est influencée par ses origines éthniques, son occupation, son rôle dans la société canadienne ou sa région géographique.

    - expliquer jusqu'à quel degré le groupe est d'accord ou n'est pas d'accord avec le point de vue exprimé.

    Lorsque ces présentations sont finies, toute la classe devrait considérer les questions suivantes:

- Est-ce que la position canadienne-française est bien représentée? Pourquoi?

- Est-ce que la position canadienne-anglaise est bien représentée? Pourquoi?

- Quelles sont les autres positions qui ont besoin d'être présentées afin d'avoir une vue d'ensemble équilibrée? (Voir le prochain paragraphe.)

15. Si on peut obtenir des copies d'un journal de langue française comme La Presse ou Le Devoir de Montréal, par exemple, on pourra refaire les exercices de Paragraphe 14 (ci-dessus) en se servant d'articles sur le bilinguisme ou l'indépendance du Québec écrits par des auteurs canadiens-français.

16. Les étudiants observeront dans Figure 2.13 la caricature d'Aislin qui montre John Diefenbaker, ancien chef conservateur et ancien premier ministre du Canada. On remarquera le caractère bilingue de la caricature.

- Qu-est-ce cette caricature révèle des attitudes des anglophones envers les francophones?

- Quels autres "étrangers" y a-t-il au Canada?

- Comment leur situation est-elle différente de celle des francophones? Comment est-elle similaire?

17. Les étudiants observeront dans Figure 2.14 la caricature d'Aislin qui montre un tribunal à Montréal.

- Qu'est-ce que le caricaturiste dit ici à propos des attitudes des francophones envers la minorité anglophone du Québec?

- Le juge est-il anglophone ou francophone? Comment le savez-vous?

- Est-ce que le Bill 101 permet l'affichage public en anglais au Québec?

- Comment sait-on que le caricaturiste n'est pas d'accord peut-être avec l'interdiction du gouvernement du Québec d'afficher des panneaux unilingues anglais? Qu'est-ce que vous en pensez?

18. Les étudiants liront des extraits du discours de Pierre Trudeau dans Figure 2.15. Ce discours fut prononcé devant une séance bicamérale du Congrès des États-Unis le 22 février 1977.

. Qu'est-ce que Monsieur Trudeau pense des questions suivantes?

- l'inégalité des Canadiens-français dans la société canadienne?

- l'importance d'une politique bilingue pour le Canada?

- les moyens pour réaliser une société bilingue et juste?

- les raisons de l'insécurité du Canadien-français et l'importance de "la survivance"?

. Comment est-ce que la vie personnelle de Monsieur Trudeau affecte ses attitudes et ses observations?

. Comment est-ce que sa position diffère de celle de l'anglophone? De celle du partisan fervent de l'indépendance du Québec?

. La position de Monsieur Trudeau est-elle réaliste?

19. Les étudiants liront les propos du premier ministre René Lévesque du Québec sur l'expérience française dans cette province (Figure 2.16) et l'indépendance du Québec (Figure 2.17). On considera les questions suivantes:

- Quels sont les parallèles entre la situation sociale, politique et économique au Québec aujourd'hui et la situation dans les colonies américaines en 1776? De quelles façons les deux situations sont-elles similaires ou peu similaires?

- Comparez les propos de Monsieur Lévesque à ceux de Monsieur Trudeau dans Figure 2.15. Comment est la conception de la nation de Trudeau différente de celle de Lévesque?

- Est-ce l'analyse raisonnée pour l'indépendance du Québec de Monsieur Lévesque est convaincante? Si vous étiez un citoyen du Québec, est-ce que vous voteriez "oui" au referendum pour l'indépendance?

- Les étudiants examineront la Déclaration d'Indépendance américaine. Jusqu'à quel degré les griefs enregistrés dans le document américain sont-ils applicables aux relations Québec-Canada d'aujourd'hui?

20. Le professeur organisera un débat sur le sujet suivant: "Résolution--La province se doit dissoudre ses liens politiques avec la Confédération canadienne et proclamer ici dès maintenant la république indépendante du Québec.

21. Figure 2.18 est un jeu de patience sur la Nouvelle-France. S'il y a des étudiants qui aiment les mots croisés, le professeur voudra peut-être obtenir des copies en anglais de Canadian History Hidden Word Puzzles publié par Gilbert Associés. (Voir "Miscellaneous Resources" dans la dernière section de ce guide.)

TERMES: LE FAIT FRANÇAIS

Les termes suivants de Module II sont aussi dans le Glossaire, une des dernieres sections de ce document:

Acadie	Jésuite
angliciser	enclave linguistique

Glossaire (con't.)

bateau
coureur-de-bois
filles du roi
francophone
habitant
"Je me souviens"
mercantilisme
pemmican
Québécois
seigneur
souveraineté (souveraineté-association)
voyageur